**NIAGARA FALLS HIGH SCHOOL – ENGLISH IN GRADES 9 AND 10**

The curriculum in grades 9 and 10 provides students with opportunities to develop not only critical literacy skills outlined in the [Next Generation English Language Arts Learning StandardsOpens in a new browser tab](http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf), but also proficiency in the "Seven C's" of 21st century competencies: ***C***ritical thinking, ***C***ommunication, ***C***reativity, ***C***ollaboration, ***C***ompassion, ***C***ontent Mastery, and ***C***ultural Awareness.

Students in grade 10 will take either English 10R and 10ACC.

Differences in the degree of instructional scaffolding, pacing, and workload are what primarily distinguish an H-Level course from an R-Level course, but the thematic content and the Next Generation ELA Learning Standards remain the same for all students.

GRADE 10: English-10 courses (both R and ACC levels) focus on the theme of *the individual within the society*.  Students build upon the foundation of ninth grade, further developing their writing and language use skills in narrative, text analysis, and argumentative modes of expression, with greater independence and sophistication.

There are no prerequisites for any English courses offered at Niagara Falls High School.  However, we encourage students to have discussions with their parents, counselors, and English teachers, to consider their prior academic performance in English classes, and to assess the degree to which they actually enjoy the study of English Language Arts, prior to enrolling in advanced-level English classes.

Students will take the [NYS English Language Arts Regents Exam](http://www.nysedregents.org/hsela/) at the end of grade 10.

**Quarter 1**

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| New York State Standards | Examples of Learning Targets |
| **Reading Literature**  · **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.  · **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.  **· 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 Informational Text  · **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.  · **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text  · **RI.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.  · **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).    **Review of writing process**  · **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 61.)  · **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 in-formation and to display information flexibly and dynamically  · **W.9-10.9** Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “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”) | I can statement:  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)  I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (R11)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4) |
| **Speaking and Listening** | Suggested Learning Targets: |
| **9-10SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  **9-10SL1b:** Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.  **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  **9-10SL1d**: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify, or justify personal views and understanding and make new connections considering the evidence and reasoning presented.  **9-10SL2:** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source. | I can tell my classmates what I think and feel about in-class readings.  I can lengage my peers in a collegial discussion that ca;rifies, verfies or challenges our ideas and conclusions.  I can consider my own thoughts and opinions in relation to the thoughts and opinions of others.  I can express both feelings of agreement and disagreement in a colegial, profesional way. |

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| **Q1 Suggested Literature** | * **Literary Elements and Techniques** * **Reading/Writing Strategies** | **Assessments and Evaluation\**  **(See Grade 10 Folder in English team for various resources and tasks)** |
| |  | | --- | | Alan Schwartz “The Green Ribbon” | | Pete Hamill “The Yellow Ribbon” | | Marilyn Mack “Adult Children at Home”  Paul Logan “Rowing the Bus”  Anne Davidson “Taming the Anger Monster”  Sister Helen Mrosla “All the Good Things”  Beth Johnson “Joe Davis: A Cool Man”  Jack Finney “Contents of the Dead Man’s Pocket”  Joseph Whitehill “The Day of the Last Rock Fight” | | One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:   * Vocabulary development for reading and writing * Discerning Central Ideas in reading * Recognizing Supporting Details/Textual Evidence in reading * Using Central Ideas and Supporting Details in writing * Recognizing relationships in reading and writing such as transitions and patterns of organization * Tone, Purpose, Conflict, Setting, Point of View, and Characterization * Figurative language in some way, shape, or form: simile, metaphor, personification, hyperbole   Writing strategies to be taught and assessed:  Literary analysis  Sentence and paragraph structure | Teachers will employ a variety of formative assessments during the course of each class. These can include, catch and release, think/pair/share/write/draw, carousel activities, whole class discussion, small group discussion among others.  Each Summative Assessment addresses one or more of the following:  --Vocabulary  --Identify Central Idea  --Identify Supporting Details/Textual Evidence  --Ability to make/recognize Inferences  --Determine various aspects of the writer’s craft: Tone, Purpose, Diction, use of Anecdotes etc.  --Student writing skills are assessed using  On demand, Regents style literary text essay writing on texts from the suggested reading list. These will be common among 10th grade teachers. |

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| Electronic Resources  Nearpods/Forms/Videos  <https://www.bbc.com/news/uk-29521449> The history of the yellow ribbon.  <https://www.youtube.com/watch?v=oKL6bmiuLmg>  Tony Orlando and Dawn “Tie a Yellow Ribbon”  <https://www.history.com/this-day-in-history/tie-a-yellow-ribbon-round-the-old-oak-tree-tops-the-u-s-pop-charts-and-creates-a-cultural-phenomenon>  <https://www.ryecountryday.org/about/history>  The history of Country Day Schools | Enrichment/Scaffolding  .   * Students will compare/contrast the lyrics of the 1973 classic song, “Tie a Yellow Ribbon” with the story, “The Yellow Ribbon”. * Students will recognize the influence of literature and popular music on our culture. (The cultural phenomenon that began in the 1970’s that included tying a yellow ribbon either on a tree in front of one's home or on one’s front porch as a symbol of support for lost or missing loved ones. Primarily practiced by friends and family of those serving in the military.) * Alternate assessment for “The Day of the Last Rock Fight”   Jeopardy Game that can be played by creating student teams, groups, or pairs. NOTE: teachers are free to use the questions and answers provided or edit and create their own.  <https://nfschools-my.sharepoint.com/:p:/g/personal/gmariano_nfschools_net/EX2A90gmJaJLuK9sMUy0vjoByC008G9cSHZnjFnNn5mtBw> | |

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| **Quarter 2** |  |
| **NYS Standards** | Examples of Learning Targets: |
| ***Reading***  **9-10R1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.  **9-10R3**: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequeence, the introduction and development of ideas, and the connections that exist  **9-10R4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.  **9-10R6:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).  **9-10R7:** Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).  **9-10R8:** Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. | I can use direct quotes from the text to support my responses.  I can support my claims about the text with direct quotes from various places in the text.  I can ask questions about the text that begin with the words why and how.  I can make a claim about how a character in the text changes.  I can identify an event or scene that changes the drirection of the play/novel.  I can make a claim about the relationship between two characters.  I can identify synonyms of words used in the text or passage.  I can make claims about tone/mood and use examples of language from the text to support this claim.  I can identify a suggested, not directly stated, message in the text.  I can use one character’s point of view to identify am implicit message in the text.  I can compare and contrast representations of major scenes from the film versions of texts read in class.  I can make claims about the portrayal of central idea and implicit messages of the film versions of texts read in class.  I can agree or disagree with statements in the text.  I can support my conclusions about a text with evidence from that text. |
| ***Writing***  **9-10W1**: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **9-10W1a**: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.  **9-10W1c:** Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.  **9-10W1d:** Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.  **9-10W1e**: Provide a concluding statement or section that explains the significance of the argument presented.  **9-10W1f:** Maintain a style and tone appropriate to the writing task. | I can support my claims with multiple pieces of evidence.  I can support my claims with related evidence from a text.  I can make a statement about the text I believe to be true.  I can identify a claim that opposes mine.  I can identify weakenesses in my argument or claims/ I can help my peers to identify weakensses in their argument or claims  I write claims using professional language relevant to the topic.  I can use instructor support like sentence starters to make my writing stronger.  I can close my writing piece by restating my most important points.  I can write using language that compliments a professional environment. |
| Speaki*ng and Listening*  **9-10SL1a**: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.  **9-10SL1b**: Work with peers to set norms for collegial discussions and decisionmaking, establish clear goals, deadlines, and individual roles as needed.  **9-10SL1c**: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions. | I can read the assigned pages to prepare for making claims about the text.  I can read the assigned pages and use the information from these pages to discuss ideas with my peers.  I can participate in discussions with my peers that follow classroom expectations and instructor directions.  I can respond to questions asked by my peers by clearly stating my ideas and making references to the text.  I can ask relevant questions related to the text and ideas within that text.  I can listen and respond to peers to clarify |

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| **Q2 Suggested Literature**  **(Look in Grade 9 Q1 folder for links to literature)** | **Literary Elements and Techniques**  **Writing techniques** | **Assessments and Evaluation\**  **(See Grade 10 Folder in English team for various resources and tasks)** |
| *To Kill A Mockingbird* (1960)  Harper Lee  *Of Mice and Men* (1937)  John Steinbeck  “12 Angry Men” (1964)  Reginald Rose | Diction – vocabulary, connotation and denotation. How do the author’s word choices impact mood and tone?  Mood – how does the language in the text affect the reader?  Tone – how does the language in the text reflect the author’s attitude toward the situation?  Consider how the following literary elements can be useful in making claims about the text and constructing a well-developed argument:  Point of view  Central Idea  Characterization  Setting  Plot  **Written skills: Sourced-based writing** | Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, POV, Theme, Characterization, Setting, Plot to be addressed in journals and through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others.  Assessment and Evaluation will demonstrate that the student can:   * Make claims about the text * Support claims with relevant and sufficient details from the text * Draw evidence to support claims from a variety of sources * Recognize and identify an opposing claim or argument   Summative assessment:  Source based argument essay aligned to the Regents exam about an author's choices and themes using one of the suggested texts. |

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| Electronic Resources, Nearpods/Forms/Videos  *Atticus Finch – Closing Argument*  https://www.youtube.com/watch?v=tNxrnOC\_WTs  *The Death of Curly’s Wife*  https://www.youtube.com/watch?v=BmtJe6QX1MA  *12 Angry Men, Juror 9*  https://www.youtube.com/watch?v=c2m\_9t3v-E8 | Enrichment/Scaffolding  Practice writing claims, conducting analysis, and incorporating multimedia with the film versions of certain texts: *(for example)*  Read closely Atticus Finch’s closing argument on pages \_ to \_. Explain some words or phrases you believe reinforce Atticus’s defense of Tom Robinson. In the film version of the same scene, do these words or phrases remain unchanged? Why do you think the director would have chosen to either leave these words and phrases exactly as written in the text or change them for the film?  Compare and contrast the scenes in which Lenny kills Curly’s wife in the text and film version of Steinbeck’s narrative. Discuss possible implicit messages about each character’s intention in varying representations of the scene.  How do the physical actions of each juror reflect intensity of words and phrases part of their speaking lines? |

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| **Quarter 3** |  |
| **NYS Standards** | Suggested Learning Targets: |
| Reading |  |
| **9-10R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.  **9-10R2:** Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text  **9-10R4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres  **9-10R5:** In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections.  **9-10R6:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices) | I can use direct quotes from the text to support my explanation and interpretation of that text.  I can identify a central idea in a piece of writing.  I can use direct quotes from a text to show how the central idea of that text develops.  I can identify the use of figuratrive language in a piece of writing.  I can identify specfic words from a text that convey meaning, tone, or support the central idea.  I can discuss how the structure of a text changes my interpretation of that text.  I can discuss what the structure of a text means to me.  I can use knowledge of the speaker or the author to infer a piece of writing’s meaning or intent.  I can identify rhetorical devices like logos, pathos, and ethos in a text.  I can identify implicit messages in a piece of writing by looking closely at rhetorical devices and figurative language. |
| Writing |  |
| **9-10W2a**: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.  **9-10W5**: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable  **9-10L4a**: 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.  **9-10L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | I can identify a common idea that connects two pieces of writing.  I can support my explanations of a text and its meaning with evidence.  I can identify the general or overall meaning of a piece of writing.  I can identify the central idea in a writing piece.  I can discuss how the central idea is linked to key phrases or specific parts of the text.  I can discuss how figurative language changes my interpretation of a text. |
| **Speaking and Listening** |  |
| **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions  **9-10SL4:** Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience. | I can ask questions about the reading to help clarify what I do not understand.  I can start a discussion about the text with my peers by asking a question.  I can support the claims I make about the text by referencing specific places in the text. |

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| **Q3 Suggested Literature** | **Literary Elements and Techniques** | **Assessments and Evaluation\**  **(See Grade 10 Folder in English team for various resources and tasks)** |
| *Fahrenheit 451* (1953)  Ray Bradbury  *Night* (1960)  Elie Wiesel  Russell Means – Opening Statement to the US Senate (1989)  Robert F. Kennedy – Remarks on the Assassination of Martin Luther King (1968)  Franklin D. Roosevelt - “What is an American?” (1941) | Logos – Logic  Pathos – Emotion  Ethos – Ethics and Credibility  Strong Knowledge of the following literary elements and writing strategies are particularly useful in preparing for writing the NYS Regents Text Analysis/Part III:    Imagery  Diction  Tone  Mood  Metaphor  Simile  Setting  Symbolism  Syntax | Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, Central Idea, Setting, Plot to be addressed in journals and through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others. Teachers will emphasize Central Idea identification and development through study of literary elements and writing strategies. Students will continue to rely on direct evidence from the text to support explanation and analysis.  Assessment and Evaluation will demonstrate that the student can:   * Identify a clear central idea and writing strategy * Demonstrate an analysis of how the writing strategy develops the central idea * Provide sufficient evidence from the assigned text to support the analysis * Organize and present ideas effectively   Summative assessment:  Text analysis response aligned to the Regents exam requiring students to identify a central idea and writing strategy. In the response the student is to show how the central idea is developed through the identified strategy with sufficient evidence from the text. |

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| Electronic Resources  Nearpods/Forms/Videos  Russell Means Addresses Congress  <https://www.americanrhetoric.com/speeches/russellmeanssenatetestimony.htm>  *Fahrenheit 451* Audio Book Parts I, II and III  <https://www.youtube.com/watch?v=9gLgQyI0TRY>  <https://www.youtube.com/watch?v=uq0MdB-P-Zs>  <https://www.youtube.com/watch?v=y2cEx_wdXgc> | Enrichment/Scaffolding  Using allusion to reinforce the development of central idea:  “There Will Come Soft Rains” by Sara Teasdale (Poem), “There Will Come Soft Rains” (short story) by Ray Bradbury, and “Dover Beach” by Matthew Arnold  Poetry suggestions containing similar themes and ideas to compliment the above suggested pieces, reinforce student identification of central idea, and assist with the recognition of literary elements and writing strategies: “I, Too” by Langston Hughes, “Testimony” by Dan Pagis, “Phenomenal Woman” by Maya Angelou. |

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| **Quarter 4 NYS Standards** | **Learning Targets** |
| **Reading**  · **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.  · **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.  **· 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 Informational Text  · **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.  · **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text  · **RI.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.  · **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). | I can statement:  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1) I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (R11)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4)  I can use direct quotes from the text to support my explanation and interpretation of that text.  I can identify a central idea in a piece of writing.  I can use direct quotes from a text to show how the central idea of that text develops.  I can identify the use of figuratrive language in a piece of writing.  I can identify specfic words from a text that convey meaning, tone, or support the central idea.  I can discuss how the structure of a text changes my interpretation of that text.  I can discuss what the structure of a text means to me.  I can use knowledge of the speaker or the author to infer a piece of writing’s meaning or intent.  I can identify rhetorical devices like logos, pathos, and ethos in a text.  I can identify implicit messages in a piece of writing by looking closely at rhetorical devices and figurative language.  I can identify a common idea that connects two pieces of writing.  I can support my explanations of a text and its meaning with evidence.  I can identify the general or overall meaning of a piece of writing.  I can identify the central idea in a writing piece.  I can discuss how the central idea is linked to key phrases or specific parts of the text.  I can discuss how figurative language changes my interpretation of a text. |
| **Speaking and Listening** |  |
| **9-10SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  **9-10SL1b:** Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.  **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  **9-10SL1d**: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify, or justify personal views and understanding and make new connections considering the evidence and reasoning presented.  **9-10SL2:** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source. |  |
| **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 61.)  **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 in-formation and to display information flexibly and dynamically  · **W.9-10.9** Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “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”) |  |
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| **Q4 Suggested Literature** | **Literary Elements and Techniques**  **Writing techniques** | **Assessments and Evaluation\**  **(See Grade 10Folder in English team for various resources and tasks)** |
| **January 2021 Exam**  [**https://www.nysedregents.org/hsela/120/reela12020-exam.pdf**](https://www.nysedregents.org/hsela/120/reela12020-exam.pdf)  **August 2019 Exam**  [**https://www.nysedregents.org/hsela/819/reela82019-exam.pdf**](https://www.nysedregents.org/hsela/819/reela82019-exam.pdf)  **June 2018 Exam**  [**https://www.nysedregents.org/hsela/618/reela62018-exam.pdf**](https://www.nysedregents.org/hsela/618/reela62018-exam.pdf)  **June 2014 Exam**  [**https://www.nysedregents.org/hsela/614/hsela62014-exam.pdf**](https://www.nysedregents.org/hsela/614/hsela62014-exam.pdf)  **-- Informational and literary non- fiction: Each piece below is similar in length to the passages found on the NYS Exam and include multiple-choice questions that meet the rigor of those found on the state exam.**  [**https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/statue-of-liberty/**](https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/statue-of-liberty/)  [**https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/castles/**](https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/castles/)  [**https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/kevlar/**](https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/kevlar/)  [**https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/tigers/**](https://www.ereadingworksheets.com/worksheets/reading/nonfiction-passages/tigers/) | **In Quarter 4 knowledge of the following will be reviewed and strengthened.**   * Diction – vocabulary, connotation and denotation. How do the author’s word choices impact mood and tone? * Mood – how does the language in the text affect the reader? * Tone – how does the language in the text reflect the author’s attitude toward the situation? * Relationships in reading and writing such as transitions and patterns of organization * Tone, Purpose, Conflict, Setting, Point of View, and Characterization * Figurative language: simile, metaphor, personification, hyperbole * Literary analysis * Sentence and paragraph structure | **All assessments are aligned to the NYS Regents Exam.**  Assessment and Evaluation will demonstrate that the student can:   * Make claims about the text * Support claims with relevant and sufficient details from the text * Draw evidence to support claims from a variety of sources * Recognize and identify an opposing claim or argument * Identify Central Idea * Identify-Supporting Details/Textual Evidence * Determine various aspects of the writer’s craft: Tone, Purpose, Diction, use of Anecdotes etc. * Identify a clear central idea and writing strategy * Demonstrate an analysis of how the writing strategy develops the central idea * Provide sufficient evidence from the assigned text to support the analysis * Organize and present ideas effectively |

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| Electronic Resources  Nearpods/Forms/Videos  ***All of the Suggested Literature for Quarter 4 is available online, and may be printed and copied by the instructor.*** | Enrichment/Scaffolding  ***Jeopardy Template: Teachers may use to create class review for figurative language, poetic devices, reading and writing exam strategies etc.***  ***Teachers may also have students collaborate to create their own Jeopardy questions and answers for the aforementioned items.***  <https://nfschools-my.sharepoint.com/:p:/g/personal/gmariano_nfschools_net/EbEhmSyTSM9MvkjC1LXzibcBysaba1aYxELn0irUtGOmKQ?e=lqftj0> |