

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

LITERACY WORKSHOP I

Grade 9

English Department

2018

Curriculum Writing Team

Jessica Spillane

Department Chair

Felicia Holohan

Teacher

Stephanie Jalowiec

Teacher

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Literacy Workshop I
Grade 9
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Literacy Workshop program was introduced in 2003 to address the continuing need for systematic reading and writing instruction at the high school level. This program employs a variety of instructional methods and materials to accommodate students whose skills need more time and attention to develop. Students, as emerging readers and writers, will participate in explicit strategy lessons to critically evaluate literature and literary nonfiction, establish important connections, and interpret meaning. In addition, students will engage in activities to effectively communicate ideas and information in a logical, organized manner.

In order to become more independent readers, writers, and thinkers, the 21st-century adolescent must learn to independently choose the literary strategy that corresponds with the specific text structure. This important skill will help students complete the reading and writing requirements of all academic courses throughout the Trumbull High School curriculum.

Literacy Workshop I is a course students take in conjunction with English 9. Students are placed in a cohort that travels together from English to their Literacy Workshop period. All lessons are planned in conjunction with the English 9 teacher to specifically support students as they engage with the English 9 curriculum.

All three units are taught throughout the year as students engage with the English 9 curriculum. Students participate in a series of mini-lessons designed to help them develop the skills necessary to be lifelong readers, to communicate in a variety of writing genres, and to independently arrange materials and access appropriate graphic organizers and strategies to improve literacy skills.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RL.9-10.2	Determine a theme or 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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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 Brueghel’s <i>Landscape with the Fall of Icarus</i>).
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RL.9-10.10	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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RI.9-10.4

Determine the meaning of words and phrases as they are used in the 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).

CCS.ELA-Literacy.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).

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.RI.9-10.10

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.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.9-10.1a

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.

CCS.ELA-Literacy.W.9-10.1b

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.

CCS.ELA-Literacy.W.9-10.1c

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.

CCS.ELA-Literacy.W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCS.ELA-Literacy.W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.9-10.2a	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.
CCS.ELA-Literacy.W.9-10.2b	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.
CCS.ELA-Literacy.W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCS.ELA-Literacy.W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCS.ELA-Literacy.W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCS.ELA-Literacy.W.9-10.2f	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).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.9-10.3a	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.
CCS.ELA-Literacy.W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCS.ELA-Literacy.W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCS.ELA-Literacy.W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCS.ELA-Literacy.W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to supports analysis, reflection, and research.

CCS.ELA-Literacy.W.9-10.9a	Apply grades 9-10 Reading standards to literature.
CCS.ELA-Literacy.W.9-10.9b	Apply grades 9-10 Reading standards to literary nonfiction.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.9-10.1a	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.
CCS.ELA-Literacy.SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate goals), clear goals and deadlines, and individual roles as needed.
CCS.ELA-Literacy.SL.9-10.1c	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.
CCS.ELA-Literacy.SL.9-10.1d	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.
CCS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.9-10.1a	Use parallel structure.
CCS.ELA-Literacy.L.9-10.1b	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.
CCS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
CCS.ELA-Literacy.L.9-10.2b	Use a colon to introduce a list of quotation.
CCS.ELA-Literacy.L.9-10.2c	Spell correctly.
CCS.ELA-Literacy.L.9-10.3	Apply knowledge or 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.
CCS.ELA-Literacy.L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.9-10.4a	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.
CCS.ELA-Literacy.L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).
CCS.ELA-Literacy.L.9-10.4c	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.
CCS.ELA-Literacy.L.9-10.4d	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).
CCS.ELA-Literacy.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCS.ELA-Literacy.L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.
CCS.ELA-Literacy.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.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
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- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

ISTE Knowledge
Constructor
(Standard 3)

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- reading is an integral part of the learning process.
- authors make informed and specific choices within their writing in order to convey meaning and purpose.
- texts, concepts, and skills can be known and understood through seeking out answers to individual questions that arise.
- effective writing and oral communication are essential to their success as learners and citizens.
- they are part of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with.

COURSE ESSENTIAL QUESTIONS

- What comprehension strategy is best suited for a particular reading task?
- How do life experiences affect the growth and development of individuals?
- How does one’s environment and culture shape his/her identity?
- How do authors’ choices convey meaning and shape readers’ understanding?
- How does a thesis drive an essay?
- How do a writer’s choices affect a reader’s understanding and interpretation of a piece?
- How do the writing process and reflection help foster growth in writing?

COURSE KNOWLEDGE & SKILLS

Reading

Students will be able to . . .

- annotate fiction and nonfiction texts.
- dissect and analyze quotes.
- describe the thoughts, opinions, and questions that arise as they read, view, or listen to a text, and demonstrate a basic understanding of the text.
- examine the fit between the text and prior knowledge by reconciling differences, extracting clues or evidence, making inferences, drawing conclusions, predicting events, inferring motives, and generalizing beyond the text.
- ask and answer their own and each other's text-related critical and analytical questions.
- demonstrate literary and aesthetic appreciation of the text, awareness of the author's style, appropriate strategies to deepen initial understanding and go beyond the text to judge its literary value, and ability to challenge the text and think divergently.
- respond to assigned works in a variety of ways including writing, oral discussion, and other art forms. Reader response components will require students to do the following:
 - describe the text by giving an initial reaction to the text and describing its general content and purpose;
 - interpret the text by using prior knowledge and experiences;
 - reflect on the text to make judgements about meaning and quality;
 - adapt strategies to deepen initial understanding and go beyond the text to judge its literary quality; and
 - make significant connections between the text and their own lives, the real world, and human experience.
- read, listen to, and view literary texts and identify and explain the human experiences revealed in these selections.
- recognize literary conventions and devices and understand how they convey meaning, express tone, create mood, and/ or establish overall theme.
- entertain, explore, and defend multiple interpretations of all fiction and nonfiction read.
- describe theme, symbolism, tone, imagery, conflict, irony, foreshadowing, characterization, and other complex elements of fiction to draw conclusions about the text, and identify main ideas (either implicit or explicit), point of view, manipulative language, and other elements of bias in nonfiction materials.
- use the literary elements of a text (theme, symbolism, imagery, conflict, etc.) to draw conclusions about the text.
- determine purpose, point of view, and audience, then use the appropriate features of expository writing to achieve desired results.
- identify main idea of nonfiction texts.
- differentiate fact from opinion in nonfiction texts.
- collaborate with others in creating, interpreting, evaluating, and challenging written, oral, and visual texts.
- listen attentively to the ideas of others and show respect for the values and opinions of others, developing and applying speaking, listening, and viewing skills through a variety of activities; and select appropriate texts for independent reading.

Writing

Students will be able to . . .

- compose critical analyses which reveal their ability to do the following:
 - read closely;
 - analyze;
 - synthesize; and
 - find connections between pieces of literature, between literature and other art forms, between literature and current events, and between literature and their own lives.
- demonstrate command of correct grammatical usage, syntax, punctuation, capitalization, and sentence structure, and utilize effective strategies and appropriate resources for proofreading and editing.
- recognize and replace weak word choices in writing.
- maintain a portfolio which, along with providing a means for collecting their work, provides opportunities for student reflection and teacher/student dialogue regarding the students' progress as writers.
- evaluate the language they use in written and oral tasks for its suitability for the audience being addressed.
- build writing stamina through daily engagement in their Writer's Notebook.
- engage in a writing process of generating ideas, drafting, revising, editing, and publishing or presenting.
- use mentor texts to study writer's craft.

Literacy Study Skills

Students will be able to . . .

- organize and maintain course notebook utilizing specific sections and folders.
- manage class and homework time by chunking tasks.
- reference available literacy resources from home.
- apply learned skills and strategies to content-area courses.
- use graphic organizers to analyze story elements.
- reference Freytag's story pyramid when discussing fiction.
- take notes during direct instruction, during class discussions, and while reading.
- develop a variety of vocabulary strategies to clarify unknown words.
- use critical thinking strategies:
 - dialectic notes;
 - questioning – QAR, and 3-level questioning; and
 - synthesizing information to create meaning.

COURSE SYLLABUS

Course Name

Literacy Workshop I

Level

Advanced College-Preparatory Cohort

Prerequisites

None

Materials Required

None

General Description of the Course

The focus of this reading course is extensive reading and vocabulary development, comprehension exercises, and writing. Because students learn differently, both visual and auditory methods of teaching comprehension are utilized. By seeing how reading strategies are effective in improving their reading comprehension, students can be more successful and confident readers. When students realize that they do not understand the reading material they must be capable of utilizing strategies to improve comprehension. Students master these skills when they actively construct meaning, learn more about themselves and others, read from a variety of sources, and view reading as an enjoyable experience.

Therefore, this course is designed to help students understand the reading process through:

- Associating meaning with words as they appear in their reading;
- Organizing the ideas presented to produce a logical result; and
- Having an emotional and intellectual reaction, which most naturally will depend on the type of material the students read and their attitude and purpose.

This full-year course will provide students strategies to help improve their reading across disciplines, as well as their academic self-confidence.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Learning to write
- Writing to learn
- Student-teacher conferences
- Close reading and responding
- Shared inquiry discussion

Summative Assessments:

- Please see English 9 curriculum guide

Core Texts

- English 9 texts

UNIT LSS

Literacy Study Skills

Unit Goals

At the completion of this unit, students will:

- Manage reading and writing assignments by utilizing learned strategies for improving reading comprehension, and writing and executive functioning skills.

Unit Essential Question

- What fix-up strategies do successful students use to make meaning and effectively communicate thoughts and ideas?

Scope and Sequence

- Organizing and maintaining course notebook utilizing specific sections and folders
- Managing class and homework time by chunking tasks
- Referencing available literacy resources from home
- Applying learned skills and strategies to content-area courses
- Using graphic organizers to analyze story elements
- Referencing Freytag's story pyramid when discussing fiction
- Taking notes during direct instruction, during class discussions, and while reading
- Developing a variety of vocabulary strategies to clarify unknown words
- Using critical thinking strategies
 - Dialectic notes
 - Questioning – QAR, and 3-level questioning
 - Synthesizing information to create meaning

Assured Assessments

Formative Assessment:

Students are formatively assessed on a daily to weekly basis throughout the unit of study to determine necessary skill instruction. Formative assessments can include, but are not limited to:

- Writing: Informal and formal responses
- Writing: Weekly reading log reflections
- Speaking & Listening: Student-teacher conferences to discuss strategy choices and notebook organization

Summative Assessment:

Students are engaged with summative reading assessments through their English 9 classes. The Literacy Workshop I teacher will analyze and evaluate student work collaboratively with the English 9 teacher. Please see English 9 curriculum guide.

Resources

Core

- English 9 texts

Time Allotment

- Ongoing throughout the year

UNIT R

Reading

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.L.9-10.4 CCS.ELA-Literacy.L.9-10.5	Engage with two different methods of close reading, annotating, and note-taking – dialectical notes and one of the following: Cornell Notes, Sketchnotes, or the Book Head Heart technique – in order to demonstrate an ability to utilize various methods of close reading, annotating, and note-taking to effectively extract meaning from text, and to ultimately use a close reading, annotating, and note-taking method of their choice, independently, to demonstrate their ability to extrapolate meaning from a new text.
CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4 CCS.ELA-Literacy.L.9-10.4 CCS.ELA-Literacy.L.9-10.5	Independently employ the appropriate comprehension strategies in order to understand fiction and nonfiction texts.
CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4 CCS.ELA-Literacy.L.9-10.4 CCS.ELA-Literacy.L.9-10.5	Explain how life experiences affect the growth and development of individuals.
CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4 CCS.ELA-Literacy.L.9-10.4 CCS.ELA-Literacy.L.9-10.5	Explain how one’s environment and culture shape his/her identity.
CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RL.9-10.5	Explain how authors’ choices convey meaning and shape a reader’s understanding.
CCS.ELA-Literacy.RL.9-10.6	Explain how authors’ choices affect a reader’s understanding and interpretation of a piece.

Unit Essential Questions

- How and why do we read and write critically?
 - What tools do readers and authors use to impart meaning?

- How do authors employ literary devices and rhetorical strategies, and how do these impact both the reader and the message?
 - What is authorial intent and what is its impact?
 - What role does and should the reader play in creating meaning for a text?
- What do proficient readers do to engage with a difficult text?
 - What strategies can readers use to improve comprehension of a text?

Scope and Sequence

- Methods of annotation with fiction and nonfiction texts
- Quote analysis
- Activation of prior knowledge and reconciling gaps
- Comprehension strategies: predicting, questioning, inferring, visualizing, and summarizing
- Studying author’s craft
- Reader response:
 - Describe the text by giving an initial reaction to the text and describing its general content and purpose
 - Interpret the text by using prior knowledge and experiences
 - Reflect on the text to make judgements about meaning and quality
 - Adapt strategies to deepen initial understanding and go beyond the text to judge its literary quality
 - Make significant connections with the text and their own lives, the real world, and human experience
- Discussing human experiences through the use of literature
- Recognizing literary conventions and devices
- Discussing multiple interpretations of all fiction and nonfiction read
- Using literary elements of a text (theme, symbolism, imagery, conflict, etc.) to draw conclusions about the text
- Purpose, point of view, and audience
- Main idea of nonfiction texts
- Fact vs. opinion in nonfiction texts
- Selecting appropriate texts for independent reading

Assured Assessments

Formative Assessment:

Students are formatively assessed on a daily to weekly basis throughout the unit of study to determine necessary skill instruction. Formative assessments can include, but are not limited to:

- Reading: Passage analysis (individual or group) in which students read with a purpose specific to the skill or lesson being taught (e.g., “Read the passage and look for diction that seems especially purposeful” or “Read the passage and note patterns you begin to notice”)
- Reading: Textual annotation skills to demonstrate understanding
- Writing: Weekly reading log reflections
- Speaking & Listening: Shared Inquiry Discussion on texts to help make meaning by analyzing text components collaboratively

Summative Assessment:

Students are engaged with summative reading assessments through their English 9 classes. The Literacy Workshop I teacher will analyze and evaluate student work collaboratively with the English 9 teacher. Please see English 9 curriculum guide.

Resources

Core

- English 9 texts

Supplemental

- www.activelylearn.com
- www.commonlit.org
- www.newsela.com

Time Allotment

- Ongoing throughout the year

UNIT W

Writing

Unit Goals

At the completion of this unit, students will:

- | | |
|---------------------------|---|
| CCS.ELA-Literacy.W.9-10.4 | Develop and use a thesis to drive an analytical piece or essay. |
| CCS.ELA-Literacy.W.9-10.5 | Employ the writing process, including reflection, to foster personal growth in writing. |

Unit Essential Questions

- What choices does an author make to achieve his/her purpose for writing?
- How does genre or medium influence the choices an author makes?
- How can students emulate different styles of writing to enhance their own writing?

Scope and Sequence

- Grammar usage, syntax, punctuation, capitalization, and sentence structure, and utilizing effective strategies and appropriate resources for proofreading and editing
- Word choice in writing
- Evaluating the language used in written and oral tasks for its suitability for the audience being addressed
- Building writing stamina through daily engagement in a Writer's Notebook
- Writing process of generating ideas, drafting, revising, editing, and publishing or presenting
- Using mentor texts to study writer's craft

Assured Assessments

Formative Assessment:

Students are formatively assessed on a daily to weekly basis throughout the unit of study to determine necessary skill instruction. Formative assessments can include, but are not limited to:

- Freewrites
- Mimicries
- Reader responses
- Passage analyses
- Journal entries
- Dialectical notebook entries
- Exit slips
- Summaries
- Venn diagrams
- Chalkboard splash / sticky notes / Padlet responses

Summative Assessment:

Students are engaged with summative reading assessments through their English 9 classes. The Literacy Workshop I teacher will analyze and evaluate student work collaboratively with the English 9 teacher. Please see English 9 curriculum guide.

ResourcesCore

- English 9 texts

Time Allotment

- Ongoing throughout the year

COURSE CREDIT

One credit in English
One class period daily for a full year

PREREQUISITES

None.

RESOURCES

Beers, Kylene, and Robert Probst. *Notice & Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann, 2013. Print.

Beers, Kylene, and Robert Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH: Heinemann, 2016. Print.

Gallagher, Kelly. *Write Like This: Teaching Real-World Writing through Modeling & Mentor Texts*. Portland, ME: Stenhouse, 2011. Print.

Goldberg, Gravity, and Renee Houser. *What Do I Teach Readers Tomorrow? Fiction*. Thousand Oaks, CA: Corwin, 2017. Print.

Goldberg, Gravity, and Renee Houser. *What Do I Teach Readers Tomorrow? Nonfiction*. Thousand Oaks, CA: Corwin, 2017. Print.

Guare, Richard, Peg Dawson, and Colin Guare. *Smart but Scattered Teens: The “Executive Skills” Program for Helping Teens Reach Their Potential*. New York: Guilford, 2013. Print.

Hansen, Sharon A. *The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens*. Oakland, CA: New Harbinger, 2013. Print.

Lenski, Susan Davis, Mary Anne Wham, and Jerry L. Johns. *Reading & Learning Strategies for Middle & High School Students*. Milwaukee: Kendall Hunt, 1999. Print.

Marchetti, Allison, and Rebekah O’Dell. *Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts*. Portsmouth, NH: Heinemann, 2015. Print.

Rief, Linda. *100 Quickwrites: Fast and Effective Freewriting Exercises That Build Students’ Confidence, Develop Their Fluency, and Bring Out the Writer in Every Student*. New York: Scholastic, 2003. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- English Department Writing Conventions Matrix

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> • Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work. 	<ul style="list-style-type: none"> • Student demonstrates initiative by generating appropriate questions, creating original projects/work. 	<ul style="list-style-type: none"> • Student demonstrates some initiative by generating questions, creating appropriate projects/work. 	<ul style="list-style-type: none"> • Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	<ul style="list-style-type: none"> • Student is analytical, insightful, and works independently to reach a solution. 	<ul style="list-style-type: none"> • Student is analytical, and works productively to reach a solution. 	<ul style="list-style-type: none"> • Student reaches a solution with direction. 	<ul style="list-style-type: none"> • Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	<ul style="list-style-type: none"> • Presentation shows compelling evidence of an independent learner and thinker. • Solution shows deep understanding of the problem and its components. • Solution shows extensive and appropriate application of 21st-century skills. 	<ul style="list-style-type: none"> • Presentation shows clear evidence of an independent learner and thinker. • Solution shows adequate understanding of the problem and its components. • Solution shows adequate application of 21st-century skills. 	<ul style="list-style-type: none"> • Presentation shows some evidence of an independent learner and thinker. • Solution shows some understanding of the problem and its components. • Solution shows some application of 21st-century skills. 	<ul style="list-style-type: none"> • Presentation shows limited or no evidence of an independent learner and thinker. • Solution shows limited or no understanding of the problem. • Solution shows limited or no application of 21st-century skills.

ENGLISH DEPARTMENT WRITING CONVENTIONS MATRIX

Focus Grade	Topic	e.g.	Online Resource
9-11	Conventional expressions	idioms	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/conventional-expression-harder
9	Verb tense, mood & voice	Inappropriate shifts within and between sentences	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/shift-tense-mood-harder
9	Pronoun person & number	Inappropriate shifts within and between sentences	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-number-basic
9	Possessive determiners	Its/it's, your/you're, their/there	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/possessive-determiners-basic
9	Subject-verb agreement		https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/subject-verb-agreement-harder
9	Possessive nouns and pronouns	Possessive nouns & pronouns; differentiating between possessive and plural forms	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/possessives-harder
9	Items in a series	Commas and semi-colons to separate items in a series	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/items-series-harder
10	Sentence boundaries	Run-ons, fragments	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/sentence-boundries-harder
10	Parallel structure		https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/parallel-structure-harder

10	Pronoun clarity	Unclear or ambiguous antecedents	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-clarity-basic
10	Pronoun-antecedent agreement	Lack of agreement between pronoun & antecedent	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/pronoun-antecedent-harder
10	Frequently confused words	Accept/except, allusion/illusion	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/freq-confused-words-harder
10	Within-sentence punctuation	Colons, semi-colons, dashes	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/within-sentence-punctuation-harder
11	Subordination & coordination		https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/subordination-coordination-basic
11	Modifier placement	Misplaced or dangling modifiers	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/modifier-placement-harder
11	Noun agreement	Noun/noun agreement	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/noun-agreement-harder
11	Logical comparison	e.g., I like tacos more than Marc.	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/logical-comparison-basic
11	End of sentence punctuation	End punctuation consistent with context	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/end-sentence-punctuation-basic
11	Non-restrictive & parenthetical elements	Commas, parentheses, dashes	https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/v/nonrestrictive-parethetical-elements-harder