
ACADEMY ENGLISH 9

Course Description
and
Curriculum
Mapping

Telesis Preparatory Academy



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CURRENT COURSE INFORMATION: COURSE ID: Academy English 9
CLASS LEVEL: Traditional 9th grade

COURSE RESOURCES: Text: Pearson Common Core Literature Grade 9
Pearson Education, Inc. 2015
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ON LINE RESOURCES at www.edmodo.com

Available Resources: ExamView Test Generator
Interactive Textbook
Presentation Pro CD-ROM
Computer Test Bank
Test Prep Resources
Spanish Resources

Course Description: English 9 is a course designed for students entering their first year of high school. It offers students a more sophisticated study of literature and writing. Students will be given the opportunity to develop critical thinking skills on important topics, enhance their communication skills by, participating in rich discussions and engaging learning activities. This curriculum is designed to help students connect their learning to other classes, and give them multiple opportunities to work with a variety of people on different tasks.

Students will read a variety of short stories such as *The Most Dangerous Game* by Richard Connell, *Gift of the Magi* by O. Henry, and *The Necklace* by Guy de Maupassant. They will practice annotating text to help them analyze similarities and differences between ideas and themes represented in literary art forms. Students will also analyze the novel *To Kill a Mockingbird* by Harper Lee and then compare and contrast it with the novel *A Time To Kill* by John Gresham. They will use their skills in compare and contrast to examine themes present in each story. Freshman students also examine the works of Homer by reading and discussing *The Odyssey*. The Shakespearean piece for this level is the drama of *Romeo and Juliet*. The poetry unit will consist of classics like; *We Grow Accustomed to the Dark* by Emily Dickinson, *Lift Every Voice and Sing* by James Weldon Johnson, *Yet Do I Marvel* by Countee Cullen, *Women* by Alice Walker, etc. Informational texts offered in the class are; *I Am an American Day Address* by Learned Hand, *Letter from Birmingham Jail* and *I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963* by Martin Luther King, Jr., and *A Quilt of a Country* by Anna Quindlen. All of these texts will help the students examine changing ideas and themes within American history.

Specific(s) Included by Topic are:

TOPICS	CONTENT
INTRODUCTION: Common Core Foundations	Building Academic Vocabulary
	Writing an Objective Summary
	Comprehending Complex Text (Multidraft reading, Close Reading, Questioning)
	Analyzing Arguments
	Conducting Research
LITERATURE-SHORT STORY	Make Inferences (Conflict, Situational Irony, Surprise Endings)
	Cause and Effect
	Characterization
	Make Predictions
	Narrative Point of View
	Symbolism
	Voice
	Supporting Evidence
	Diction
	Descriptions
	LITERATURE-NONFICTION
Author's Style	
Evaluate Persuasion (Essay, Speech, Appeals)	
Theme	
Metaphor	
Author's Perspective	
LITERATURE-POETRY	Reportage
	Figurative Language
	Sound Devices
	Paraphrase
	Narrative Poetry
	Rhyme and Meter
	Lyric Poetry
	Alliteration
	Memoir
	Historical Context
LITERATURE-DRAMA	Parallelism
	Summarize Dialogue and Stage Directions
	Blank Verse
	Paraphrase: Dialogue and Dramatic Speeches
	Break Down Long Sentences
	Dramatic Irony
	Analyze Cause and Effect
	Tragedy and Motive
	Archetype
	Satire
	Situational Irony
LITERATURE-ORAL TRADITION	Anecdote
	Evidence
	Historical and Cultural Context
	Epic Hero

	Epic Simile
	Contemporary Interpretation
	Archetype
	The Hero's Quest
	Characterization
	Archetypal Narrative Patterns
	Argumentation
	Structure
LANGUAGE	Using a Dictionary and Thesaurus
	Etymology: Word Origins and Modern Meanings
	Words with Multiple Meanings
	Connotation and Denotation
	Idioms
	Technical Terms
	Jargon
SPEAKING AND LISTENING	Evaluating a Speech
	Delivering a Persuasive Speech
	Oral Interpretation of Literature
	Multimedia Presentation of a Research Report
	Comparing Media Coverage
WRITING PROCESS	Argument: Response to Literature
	Explanatory Text: Cause-And-Effect Essay
	Argument: Problem-and-Solution Essay
	Explanatory Text: Comparison-and-Contrast Essay
	Narration: Autobiographical Narrative

YEARLY REQUIRED ASSESSMENTS & BENCHMARKING (Grades 7-12):

WEEK	DATE RANGE	TESTING TYPE
WEEK 1	August 12-15	STAR Reading (to set AR goals) & STAR Math
WEEK 2	August 18-22	Galileo Pre-tests
WEEK 8	October 14-17	Galileo Benchmark #1
WEEK 10	October 21-23	HS AIMS Writing, Reading, & Math (Grades 10-12)
WEEK 17	December 15-18	Galileo Benchmark #2
WEEK 18	January 5-9	Performance based finals for semester classes
WEEK 19	January 12-16	Galileo Pre-test Sem. 2 (grades 9-12)
WEEK 20	January 20-23	STAR Reading (to set semester 2 AR goals) & STAR Math
WEEK 25	February 23-26	Galileo Benchmark #3 (grades 1-8) – Benchmark #1 (grades 9-12)
WEEK 28-29	March 23-April 3	PARCC/SB Testing Window (undecided)
WEEK 30	April 7 & 8	HS AIMS Math & Science (Grades 10-12)
WEEK 35	May 11-15	STAR Reading & Math (final progress)
WEEK 36	May 18-22	Galileo Post-tests

Note: Benchmarking standards shall be determined by Administration / Data Analysis Team and be in compliance with state requirements. These tests do not take the place of regularly scheduled quizzes or chapter exams as suggested by curriculum. Dates/ weeks provided are the scheduled time(s) for required testing per Administration guidelines. Date(s) are subject to change.

Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
INTRO – Classroom procedures, student handbook Assessment: STAR Reading & Math, Galileo pretest				1 week	August 11-16	Galileo - Jan. 12- 16 STAR – Jan 20- 23
Unit 1: Is conflict necessary? Part 1: close reading workshop SWBAT:	short story elements Informative essay small group discussion	RL1, RL2, RL3, RL4, RL5 W8, W9, W10 SL1, SL1b, SL4 L6		2 days		
Part 2 theme: facing conflict, comparing texts SWBAT:	conflict, situational irony, surprise endings, cause & effect, characterization, plot, narrative point of view Argument: Response to Literature oral presentation, debate parts of speech, simple & perfect tenses, active & passive voice, verb tenses, using quotation	RL1, RL3, RL5, RL6 W1, W1a–e, W2, W2a, W3, W3c, W3e, W4, W5, W9, W9a, W10 SL1a, SL2, SL3, SL4 L1,L2bL4b-c, L5, L5b, L6		10 days		
Part 3: text set topic - conformity SWBAT:	symbolism, voice, supporting evidence, diction, description informative text essay, autobiographical essay group/partner discussion verb tenses, transitional words	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9, RL10 RI1, RI2, RI3, RI4, RI5, RI6, RI8, RI10 W1, W1a-b, W1e, W2a–c, W3, W3a–e, W4, W5, W6, W7, W8, W9, W9a-b, W10 SL1, SL1a ,SL4 L1, L3, L4, L4b, L4d, L5a,		6 days		

		L5c, L6				
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 2: Is knowledge the same as understanding? Part 1: close reading workshop SWBAT:	types of non-fiction informative essay small group discussion	RI1, RI2, RI3, RI5, RI6 W2, W7, W9b, W10 SL1, SL1b L4c, L4d, L6		2 days		
Part 2 theme: Changing Perspectives, comparing texts SWBAT:	main idea: author's style, expository essay, persuasive essay, evaluate persuasion, theme Explanatory Text: Cause-and-Effect Essay panel discussion, radio news report, delivering a persuasive speech direct & indirect objects, predicate nominatives & predicate adjectives, colons, semi-colons, ellipsis points, independent & dependent clauses	RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9 W1, W1a-e, W2, W2a-f, W4, W5, W7, W9b, W10 SL1, SL2, SL3, SL4, SL5, SL6 L1, L1b, L2a-b, L2c, L3, L4, L4c, L6		10 days		
Part 3: text set topic - The Great Depression SWBAT:	persuasive appeals, metaphor, author's perspective, reportage persuasive essay, explanatory essay debate, group/partner/class discussion predicate nominatives & ellipsis points	RI1, RI2, RI3, RI4, RI5, RI6, RI8, RI9, RI10 W1, W1a, W2, W3, W3b, W4, W5, W7, W8, W9, W9b SL1, SL2, SL4 L1, L2, L2b, L2c, L3a, L4, L4a, L4c, L4d, L5, L5b, L6		6 days		

Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 3: How does communication change us? Part 1: close reading workshop SWBAT:	poetry explanatory essay small group discussion	RL1, RL2, RL4, RL5, RL10 W1, W2, W7, W9a SL1, SL1b L4c-d, L6		2 days		
Mid-terms Benchmark – Galileo: (standards tested)					October 14-17	Feb. 23-26
Academy AIMS(10-12): Writing, Reading & Math					October 21-23	April 7 & 8 (math & science)
SAT 10 (9 th grade only)						April 13-17
Part 2 theme: The right words, comparing texts SWBAT:	figurative language, sound devices, paraphrase narrative poetry, rhyme and meter, lyric poetry Argument: Problem-and-solution essay speech, dialogue, oral interpretation of literature prepositions and prepositional phrases, participles & participial phrases, gerunds and gerund phrases, appositives and absolute phrases, infinitives and infinitive phrases	RL1, RL2, RL4, RL5, RL7 W1, W1a-e, W2a, W3d, W4, W5, W10 SL1, SL1a, SL1c-d, SL4, SL5, SL6 L1, L1b, L2c, L3, L4, L4a, L4d, L5, L5a, L6		10 days		
Part 3: text set topic - The Kennedy Assassination SWBAT:	alliteration, memoir, historical context, parallelism Informative text: analytical essay group/partner/one-on-one	RL1, RL2, RL3, RL4, RL5, RL9, RL10 RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI9 W1, W1a, W2, W2a, W2b, W2f, W3, W3a-b, W3d, W4, W5, W7, W8, W9, W9a, W10		6 days		

	discussion prepositional phrases using line breaks in quotations from poetry	SL1, SL1c, SL2, SL3, SL4 L1, L2b, L3, L4, L4a, L5, L5a, L6				
Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 4: Do our differences define us? Part 1: close reading workshop SWBAT:	drama explanatory essay	RL1, RL2, RL3, RL6 W2, W7, W9, W9a SL1, SL1b L4c, L4d, L6		2 days		
Part 2 theme: Tragic Romances, comparing texts SWBAT:	summarize dialogue and stage directions, read in sentences: blank verse, paraphrase dialogue and dramatic speeches, break down long sentences, dramatic irony, tragedy and motive, archetype Explanatory Text: Cause-and-effect Essay staged performance – mock trial, multimedia presentation of research report parallelism, combining sentences with phrases, getting organized	RL1, RL2, RL3, RL5, RL6 W1, W1a, W1b, W1c, W2, W2a-f, W4, W5, W6, W7, W8, W9a, W10 SL1, SL1d, SL2, SL3, SL4 L1a-b, L3, L5a-b, L6		10 days		
Part 3: text set topic - Aspiration SWBAT:	satire, situational irony, anecdote, evidence, connotations argument: persuasive essay group/partner discussion parallelism, block quotations	RL1, RL2, RL3, RL4, RL5, RL6, RL8, RL10 RI1, RI2, RI4, RI5, RI6, RI8 W1, W1a, W1c, W1e, W2, W2a-c, W2f, , W3, W3a, W3bW4, W5, W7, W8, W9a, W10 SL1, SL2, SL3, SL4 L1,L1a, L2, L2c, L3a, L4, L4b-d, L5, L5a, L6		6 days		

Unit Learning Objective	Topic	AZCCRS Alignment	Support Resources and Strategies	Sem. Pacing 18 weeks	Dates: 2014-2015	
					Sem1:	Sem2:
Unit 5: Do heroes have responsibilities? Part 1: close reading workshop SWBAT:	The oral tradition informative essay	RL1, RL2, RL3, RL4, RL5 W2, W7, W9a SL1, SL1c L4c-d, L6	discussion	2 days		
Part 2 theme: Perilous Journeys, comparing texts SWBAT:	historical and cultural context: epic hero, epic simile – contemporary interpretation Narration: Autobiographical Narrative conversation, debate simple & compound sentences, complex & compound-complex sentences	RL1, RL3, RL4, RL5, RL6, RL7, RL9 RI7 W2, W2a, W3, W3a-e, W5, W9, W9a, W10 SL1, SL1a, SL1b, SL3 L1, L1b, L3, L4c, L5a		10 days		
Part 3: text set topic - Defining Heroism SWBAT:	archetype, the hero's quest, characterization, archetypal narrative patterns, argumentation, structure Explanation text: definition essay write & discuss, debate, group discussion, write & share simple & compound sentences, varied sentence structure, prepositional phrases	RL1, RL2, RL3, RL4, RL5, RL6, RL10 RI1, RI2, RI4, RI5, RI6, RI8, RI10 W1a, W1b, W1e, W2, W2a-f, W4, W5, W6, W7, W8, W9, W9a SL1, SL1a, SL1c, SL4, SL5 L4, L4b, L4d, L6		6 days		
End Semester: STAR Math & Reading					n/a	May 11-15
Galileo Post-test, classroom final (if applicable)					Dec. 15-19	May 18-22

By the end of the semester the students will be able to demonstrate understanding and application of:

*color change indicates vertical shifts/changes from grade level 8 (there is no shift from grade 9 to 10)

AZCCRS Code	9 th & 10 th Grade Standard	Checklist
Literature: Key Ideas and Details 9.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Make inferences, 22, 23, 29, 30, 36, 37, 38, 41, 47, 50, 53, 59; Close Reading Workshop, 4–15, 330–337, 482–491, 728–739; Close Reading Focus and Model, 22–23, 50–51, 390–391, 506–507, 562–563, 594–595, 754–755; Close Reading Activities, 47, 59, 141, 145, 179, 401, 436, 437, 458, 533, 593, 682, 683, 694, 876; Assessment: Selected Response, 120–121; Constructed Response: Writing about literature, 124; Comparing Themes, 253, 263
9.RL.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.	SE/TE: Objective Summary, lii–liii; Close Reading Workshop: key ideas and details, 4, 5, 6, 15, 330, 331, 337, 482, 483, 484, 491, 728, 729, 739; Focus on Craft and Structure: theme, 18, 494; Analyzing Character, Structure, and Theme, 20–21; Close Reading Activities: key ideas and details, 140, 145, 179, 401, 437, 458, 533, 561, 593, 683, 876; Comparing Themes, 252–253, 263; Close Reading Focus: paraphrase, 390–391, summarize, 506–507; Summarize, 436, 682, 694; Archetypal themes, 639, 742; Analyzing Theme and Cultural Experience, 744–745
9.RL.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	SE/TE: Close Reading Workshop: character questions, 4, 5, 6, 15, 482, 483, 484, 491, epic hero, 754, 755, 759, 760, 761, 763, 765, 766, 769, 771, 772, 775, 783, 784, 786, 788, 789, 791, 793, 795; Focus on Craft and Structure: characters, 18; Analyzing Character, Structure, and Theme, 20–21; Close Reading Focus: characters and characterization, 62, 63, 66, 67, 68, 69, 72, 77, 506, 507, 614; Assessment: Reading Literature, 121; Constructed Response: characters, 124, 125; Close Reading Activities, 141, 458, 533, 561, 682, 683, 694, 739, 825, 876; Analyzing Character Development, 496–497
Literature: Craft and Structure 9.RL.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)	SE/TE: Close Reading Workshop, 4–15, 330–337; Symbolism, 141; Focus on Craft and Structure, 340–341, 342–343; Figurative Language, 344–345, 351, 353, 360, 361, 363, 364, 367, 369, 371; Sound Devices, 356–357; Building Knowledge: vocabulary, 374, 390, 798; Selection Vocabulary, 140, 145, 436, 458, 682, 694, 876; Academic Vocabulary, 179, 387, 401; Constructed Response: figurative language, 428, sound devices, 429; Alliteration, 437; Assessment: Selected Response, 121
9.RL.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	SE/TE: Close Reading Workshop: craft and structure, 4, 5, 6, 15, 428, 429, 436, 437, 728, 729, 730, 739; Focus on Craft and Structure: elements of a short story, 18–19, analyzing character, structure, and theme, 20–21; Close Reading Focus: conflict and structure, 22, 23, 26, 28, 36, 38, 42, 45, 47; Surprise endings, 50, 59; Plot, 80–81, 86, 91; Assessment: selected response, 121; Constructed Response: plot, 124, conflict, 125; Narrative Poem, 374, 375, 380, 383, 385, 386, 387; Blank Verse, 534, 535, 538, 539, 541, 543, 545, 547, 549, 551, 552, 555, 557, 558, 561; Comparing Forms of Lyric Poetry, 405, 411; Dialogue and stage directions, 506, 507, 510, 511, 521, 524, 526, 528, 530, 531, 533; Dialogue and Dramatic Speeches, 562, 563, 566, 572, 573, 576, 580, 587, 588, 589, 593; Close Reading: craft and structure, 77, 141, 411, 594–595, 683, 694, 754–755, 876
9.RL.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	SE/TE: Theme and the Oral Tradition, 742–743; Analyzing Theme and Cultural Experience, 744–745; Historical Background: Ancient Greece, 746–747; Greek Mythology and Customs, 748–749;

		Building Knowledge: historical and cultural context, 754–755, 760, 762, 764, 768, 774, 776, 779, 780, 784, 788, 795, 798, 799, 802, 804, 808, 809, 811, 817, 818, 820, 825; Literature in Context, 105, 805; Comparing Points of View, 84, 95, 107; Research, 739
Literature: Integration of Knowledge and Ideas 9.RL.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 Artsll and Breughel’s Landscape with the Fall of Icarus)	SE/TE: Analyze Representations, 399; Photograph and graphic of reconstructed Globe Theatre, 500, 501; Images from films of <i>Romeo and Juliet</i> , 504, 508, 516, 528, 529, 531, 536, 540, 543, 553, 559, 564, 567, 568, 569, 578–581, 591, 596, 604, 611, 616, 618, 625, 626; Paintings/illustrations for the <i>Odyssey</i> , 767, 770, 773, 778, 782, 787, 792, 812, 816, 823; Comparing Contemporary Interpretations, 829, 839; Rhyme and meter, 390–391, 401; Cartoon, 716, 717
9.RL.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)	SE/TE: Shakespeare’s Sources, 504; Close Reading Activities (mythology and poems about John F. Kennedy’s assassination, 436, 437; Investigate the Topic, 439; Comparing Contemporary Interpretations, 829, 831, 835, 838, 839
Literature: Range of Reading and Level of Text Complexity 9.RL.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	SE/TE: Comprehending Complex Texts, liv–lix; Independent Reading, 184–185, 324–325, 476–477, 722–723, 910–911
Informational Text: Key Ideas and Details 9.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	SE/TE: Close Reading Activities, 154, 160, 166, 176, 190, 213, 227, 237, 290, 291, 296, 306, 316, 446, 466, 700, 708, 714, 884, 902; Close Reading Workshop, 190–199; Close Reading Focus, 206–207, 216–217, 230–231; Assessment: Selected Response, 122, 276–277, 426–427; Comparing Themes, 252–253, 263; Research: Investigate the Topic, 439
9.RI.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	SE/TE: Close Reading Focus: main idea, 206, 207, 210, 213, 216, 217, 221, 226, 227; Comparing Themes, 252–253, 263; Constructed Response: analyze the development of theme, 280, determine the main idea, 281; Close Reading Activities: key ideas and details, 160, 166, 176, 291, 296, 306, 316, 446, 466, 700, 708, 714, 884, 902; Close Reading Workshop: key ideas and details, 190, 191, 199; Assessment: Selected Response, 276–277
9.RI.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	SE/TE: Close Reading Workshop: craft and structure, 190, 191, 199; Close Reading Focus: main idea, 206, 207, 210, 213, 216, 217, 221, 226, 227; Close Reading Activities: craft and structure, 154, 176, 291, 296, 316, 446, 708, 902; Focus on Craft and Structure: elements of essays, articles, and speeches, 202–203, analyzing the development, organization, and communication of ideas, 204–205
Informational Text: Craft and Structure 9.RI.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)	SE/TE: Language Study, 154, 160, 166, 176, 212, 290, 296, 306, 316, 446, 466, 700, 714, 884, 902; Author’s Purpose and Word Choice, 205; Building Knowledge: vocabulary, 206, 240; Academic vocabulary, 249; Assessment: Selected Response, 276–277; Constructed Response: use of rhetorical devices, 280, analyze diction, syntax, and tone, 281
9.RI.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)	SE/TE: Constructed Response: analyze the development of theme, 280; Close Reading Workshop: craft and structure, 190, 191, 199; Close Reading Activities: craft and structure, 154, 160, 166, 176, 291, 296, 306, 316, 446, 466, 700, 708, 714, 884, 902; Close Reading Focus: craft and structure, 216, 217, 227, 230, 231, 237, 240, 241, 249; Assessment: Selected Response, 276–277
9.RI.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	SE/TE: Common Core Workshop: analyzing arguments, ix– lxi; rhetorical devices and persuasive techniques, lxii–lxiii; Close Reading Workshop: ideas, craft, structure,

		190, 191, 199; Focus on Craft and Structure: elements of essays, articles, and speeches, 202–203, analyzing the development, organization, and communication of ideas, 204–205; Persuasive essay & evaluate Persuasion, 230, 231, 233, 237, 240, 241, 243, 244, 245, 246, 249; Assessment: Selected Response, 276–277; Constructed Response: determine an author’s purpose and point of view, 280; Close Reading Activities, 154, 160, 166, 176, 291, 296, 306, 466, 700, 714, 884, 902
Informational Text: Integration of Knowledge and Ideas 9.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account	SE/TE: Americans in the Great Depression (text set and famous photographs), 298, 301, 303, 305; Photograph: Bread Line, New York City, 318, 319; The Assassination of John F. Kennedy (photographs and poems), 432, 433, 434, 435; Photographs: Visual Timeline, 468–471; Comparing Media Coverage, 842–843
9.RI.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	SE/TE: Common Core Workshop: analyzing arguments, ix– lxi; rhetorical devices and persuasive techniques, lxii–lxiii; Focus on Craft and Structure: elements of essays, articles, and speeches, 202–203, analyzing the development, organization, and communication of ideas, 204–205; Persuasive essay & evaluate Persuasion, 230, 231, 233, 237, 240, 241, 243, 244, 245, 246, 249; Assessment: Selected Response, 276–277; Constructed Response: determine an author’s purpose and point of view, 280; Close Reading Activities, 160, 296, 708, 884
9.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s —Letter from Birmingham Jail), including how they address related themes and concepts	SE/TE: from “The Federalist NO. 2,” lvii; from “State of the Union Address,” lix; from “Remarks on East-West Relations at the Brandenburg Gate in West Berlin,” lxi; from “Remarks to the Senate in Support of a Declaration of Conscience,” lxiii; Reading model and “I Have a Dream,” 240–241, 242–249
Informational Text: Range of Reading and Level of Text Complexity 9.RI.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	SE/TE: Comprehending Complex Texts, liv–lix; Independent Reading, 184–185, 324–325, 476–477, 722–723, 910–911
Writing: Text Types and Purposes 9.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence a. 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 b. 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 c. 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 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing e. Provide a concluding statement or section that follows from and supports the argument presented	SE/TE: Composing an Argument, lxiv–lxv; Writing Process: response to literature, 112–119, problem-and-solution essay, 416–423; Writing to Sources: critique, 93, response, 145, argumentative essay, 161, 297, position paper, 167, proposal, 251, essay, 317, 866, editorial, 373, character analysis, 447, advice column, 701, critical response, 709, persuasive essay, 292, 715, 891; Assessment: Writing to Sources, 182–183, 474–475, 908–909
9.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to	SE/TE: Writing Process: cause-and-effect essay, 268–275, comparison-and-contrast essay, 658–665; Assessment: essay, 322–323, 720–721; Writing to Sources: comparison-and-contrast essay, 49, 142, written presentation, 79, analysis, 215, expository essay, 229, 695, abstract, 239, explanatory caption, 319, expository text, 438, magazine article, 471, character

	<p>aiding comprehension</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>	<p>analysis, 684; Timed Writing: essay, 107, 263, 411; Write, 199; Constructed Response: Writing, 280, Research, 281</p>
9.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p>e. Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<p>SE/TE: Writing Process: Autobiographical Narrative, 844–851; Assessment: Writing: Autobiographical Narrative, 181; Memoir, 473; Personal Narrative, 718; Writing: Autobiographical Narrative, 181; Reflective Essay, 321, 907; Writing to Sources: Autobiographical Narrative, 177; Fictional Narrative, 307; Historical Narrative, 467; News Report, 61; Retelling, 797; Short Story, 179, 717, 885; Timed Writing: Narrative 121</p>
Writing: Production and Distribution: 9.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Writing Process, 112–119, 268–275, 416–423, 658–665, 844–851; Writing to Sources, 49, 61, 79, 93, 145, 155, 161, 167, 177, 179, 215, 229, 239, 251, 297, 307, 317, 319, 355, 373, 389, 403, 447, 459, 467, 471, 635, 695, 701, 709, 715, 717, 797, 827, 877, 885, 891, 897, 903; Timed Writing, 107, 121, 263, 277, 411, 425, 653, 667, 839, 853; Assessment: Writing to Sources, 182–183, 321, 322–323, 474–475, 720–721, 908–909; Write, 142, 292, 438, 684, 866; Constructed Response: Writing, 124, 280, 428, 670, 856</p>
9.W.5	<p>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</p>	<p>SE/TE: Writing Process: Response to Literature, 112–119, Cause-and-Effect Essay, 268–275, Problem-and-Solution Essay, 416–423, Comparison-and-Contrast Essay, 658–665, Autobiographical Narrative, 844–851; Assessment: Writing to Sources, 182–183, 322–323, 474–475, 720–721, 908–909; Write, 142, 292, 438, 684, 866</p>
9.W.6	<p>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</p>	<p>SE/TE: Constructed Response: Deliver Multimedia Presentation, 429; Speaking and Listening: Illustrated presentation, 373, Deliver Multimedia Presentation, 656–657; Writing to Sources: Blog Post, 903; also see: Use Visual Aids, 419</p>
Writing: Research to Build and Present Knowledge: 9.W.7	<p>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</p>	<p>SE/TE: Common Core Workshop: Conducting Research, lxvi–lxvii Research Process Workshop, lxxviii–lxxvii; Citing Sources and Preparing Manuscript, lxxviii–lxxix; Research and Technology, 79, 229, 239, 367; Research Investigate the Topic, 143, 155, 161, 167, 177, 293, 297, 307, 317, 439, 447, 459, 467, 471, 685, 695, 701, 709, 715, 867, 877, 885, 891, 897, 903, 905; Close Reading Activities: Research, 15, 140, 154, 160, 166, 176, 199, 290, 296, 306, 316, 436, 446, 458, 466, 491, 682, 694, 700, 708, 714, 739, 864, 876, 884, 890, 896, 902; Constructed Response: Research, 125, 281, 429, 671, 857; Writing Process: Focus on Research, 112, 268, 416, 658, 844; Close Reading</p>

		Workshop: Research, 7, 192, 322, 485, 731
9.W.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	SE/TE: Common Core Workshop: Conducting Research, Ixvi–Ixxvii; Research Process Workshop, Ixxviii–Ixxviii; Citing Sources and Preparing Manuscript, Ixxviii–Ixxix; Research and Technology, 79, 229, 239, 367; Research Investigate the Topic, 143, 155, 161, 167, 177, 293, 297, 307, 317, 439, 447, 459, 467, 471, 685, 695, 701, 709, 715, 867, 877, 885, 891, 897, 903, 905; Close Reading Activities: Research, 15, 140, 154, 160, 166, 176, 199, 290, 296, 306, 316, 436, 446, 458, 466, 491, 682, 694, 700, 708, 714, 739, 864, 876, 884, 890, 896, 902; Constructed Response: Research, 125, 281, 429, 671, 857; Writing Process: Focus on Research, 112, 268, 416, 658, 844; Close Reading Workshop: Research, 7, 192, 322, 485, 731; Incorporate Research, 182, 322, 474, 720, 908; Cite Research Correctly, 183, 323, 475, 721, 909
9.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research a. Apply grades 9–10 Reading standards to literature (e.g., —Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]) b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning)	SE/TE: Writing to Sources: critique, 93, response, 145, argumentative essay, 161, position paper, 167, character analysis, 447, critical response, 709, response to literature, 877, article of blog post, 903; Writing Process: Response to Literature, 112–119; Assessment: Writing to Sources, 322–323; Constructed Response: Writing, 124, 280, 428, 670, 856; Constructed Response: Research, 125, 281, 429, 671, 857
Writing: Range of Writing: 9.W.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 discipline-specific tasks, purposes, and audiences.	SE/TE: Writing Process, 112–119, 268–275, 416–423, 658–665, 844–851; Writing to Sources, 49, 61, 79, 93, 145, 155, 161, 167, 177, 179, 215, 229, 239, 251, 297, 307, 317, 319, 355, 373, 389, 403, 438, 447, 459, 467, 471, 635, 695, 701, 709, 715, 717, 797, 827, 877, 885, 891, 897, 903; Timed Writing, 107, 121, 263, 277, 411, 425, 653, 667, 839, 853; Assessment: Writing to Sources, 182–183, 322–323, 474–475, 720–721, 908–909; Write, 15, 142, 292, 438, 684, 866; Constructed Response: Writing, 124, 280, 428, 670, 856; Research Investigate the Topic, 867
Speaking and Listening: Comprehension and Collaboration 9.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively . a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas . b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines , and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions . d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented .	SE/TE: Speaking and Listening Workshop: Conducting an Interview, 546–547; Collaboration: Group Discussion, 2, 188, 328, 480, 726; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 718, 906; Close Reading Workshop: Discuss, 7, 15, 192, 199, 322, 337, 485, 491, 731, 739; From Text To Topic: Class Discussion, 179, 297, 319; Debate, 292, 891; Group Discussion, 142, 167, 317, 438, 684, 709, 717, 877, 897; One-on-One Discussion, 459; Panel Discussion, 701; Partner Discussion, 155, 161, 307, 447, 467, 695, 715, 885; Write and Discuss, 866; Write and Share, 903; Speaking and Listening: Conversation, 797; Debate, 61, 827; Panel Discussion, 215, 403; Tips for Discussing Literature, R11–R12
9.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Speaking and Listening Workshop: multimedia presentation of a research report, 656–657; Research and Technology: brochure, 79; Photograph and discussion, 318, 319; Constructed Response: Speaking and Listening, 429;

		Group Discussion, 438, 459, 709, 717
9.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: Speaking and Listening Workshop: evaluating a speech, 110–111, delivering a persuasive speech, 266–267, comparing media coverage, 842–843; Speaking and Listening: radio news report, 251, debate, 827; From Text To Topic: Discuss, 467, 891
Speaking and Listening: Presentation of Knowledge and Ideas 9.SL.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.	SE/TE: Speaking and Listening Workshop: delivering a persuasive speech, 266–267, oral interpretation of literature, 414–415; Publishing and Presenting, 119; Constructed Response: oral presentation, 125, oral report, 281, multimedia presentation, 429; Oral presentation, 49; Debate, 61; Present to class, 229; Practice and deliver persuasive speech, 239; Research: oral presentation, 293; Summarize and present ideas, 320; Speech, 355; Oral research report, 439; Share your work, 467; Create and share info-graphic, 695; Share annotated timeline, 701; Present poster, 877; Share research report, 903
9.SL.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.	SE/TE: Speaking and Listening Workshop: delivering a persuasive speech (incorporate digital media), 266–267, multimedia presentation of a research report, 656–657; Illustrated Presentation, 373; Research: multimedia presentation, 891
9.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE/TE: Speaking and Listening Workshop: delivering a persuasive speech, 266–267, oral interpretation of literature, 414–415; Collaboration: Group Discussion, 2, 188, 328, 480, 726; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 718, 906; Close Reading Workshop: Discuss, 7, 15, 192, 199, 322, 337, 485, 491, 731, 739; From Text To Topic: Class Discussion, 179, 297, 319; Debate, 292, 891; Group Discussion, 142, 167, 317, 438, 684, 709, 717, 877, 897; One-on-One Discussion, 459; Panel Discussion, 701; Partner Discussion, 155, 161, 307, 447, 467, 695, 715, 885; Write and Discuss, 866; Write and Share, 903; Speaking and Listening: Conversation, 797; Debate, 61, 827; Panel Discussion, 215, 403;; Research: Persuasive Speech: Tips for Discussing Literature, R11–R12
Language: Conventions of Standard English 9.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. 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.	SE/TE: Conventions, 48, 60, 78, 92, 214, 228, 238, 250, 354, 372, 388, 402, 634, 796, 826; Grammar Application, 49, 61, 79, 93, 215, 229, 239, 251, 355, 373, 389, 403, 635, 797, 827; Writer's Toolbox: Conventions, 117, 273; Sentence Fluency, 421, 663, 847, 849; Writing an Language Conventions, 123, 279, 427, 669, 855; Close Reading Activities: Conventions, 140, 290, 436, 682, 864; Write: Conventions, 142, 292, 438, 684, 866; Editing and Proofreading, 119
9.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	SE/TE: Writing and Language Conventions, 123, 279, 427, 669, 855; Grammar Application, 49, 61, 79, 93, 215, 229, 239, 251, 355, 373, 389, 403, 635, 797, 827; Colons, 117, 238, 438; Writing to Sources: conventions, 292, check capitalization, commas, and quotation marks, 307; Writer's Toolbox: Conventions, 117, 273
Language: Knowledge of Language 9.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	SE/TE: Language Study, 140, 160, 436; Close Reading: Conventions, 250; Assessment: Writing and Language Conventions, 279, 427; Language Study: Connotation and denotation, 654–655

<p>Language: Vocabulary Acquisition and Use</p> <p>9.L.4</p>	<p>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.</p> <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. d. 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). 	<p>SE/TE: Language Study Workshop: etymology: word origins and modern meanings, 264–265; words with multiple meanings, 412–413; Close Reading Activities: Selection Vocabulary, 154, 160, 166, 176, 296, 436, 446, 458, 466, 682, 694, 700, 708</p>
<p>9.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>SE/TE: Grammar application, 93; Writer’s Toolbox: word choice, 115; Symbolism, 141; Voice, 154; Metaphor, 296; Analyzing Poetic Language, 342–343; Figurative Language, 344–345, 353; Analogies, 352; Sound Devices, 356–357, 371; Assessment: Timed Writing, 425; Alliteration, 437; Language Study, 458</p>
<p>9.L.6</p>	<p>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.</p>	<p>SE/TE: Building Academic Vocabulary, xlvii–li; Analyzing Arguments, ix–lxi; The Art of Argument, lxii–lxiii; Unit Opener: Vocabulary, 3, 189, 329, 481, 727; Language Study Workshop, 108–109, 264–265, 412–413, 654–655, 840–841; Close Reading Activities: Selection Vocabulary, 46, 90, 140, 145, 154, 160, 166, 176, 290, 296, 306, 316, 436, 446, 458, 466, 682, 694, 700, 708, 714, 864, 876, 884, 890, 896, 902; Building Knowledge: Vocabulary, 22, 80; Constructed Response, 125; Writing to Sources, 215, 250; Assessment: use new vocabulary, 320; Writing Process: evaluate your vocabulary, 420; Assessment: reading informational text, 426; Academic Vocabulary, 447</p>

***color change indicates vertical shifts/changes from the previous grade level (grade 9)**

TELESIS PREPARATORY ACADEMY
 READING/ELA CORE OVERVIEW
 ACADEMY – TRADITIONAL 9TH – 10TH

READ – LIT	READ – INF	WRITING	S&L	LANGUAGE
9-10.RL.1	9-10.RI.1	9-10.W.1	9-10.SL.1	9-10.L.1
9-10.RL.2	9-10.RI.2	9-10.W.1a	9-10.SL.1a	9-10.L.1a
9-10.RL.3	9-10.RI.3	9-10.W.1b	9-10.SL.1b	9-10.L.1b
9-10.RL.4	9-10.RI.4	9-10.W.1c	9-10.SL.1c	9-10.L.2
9-10.RL.5	9-10.RI.5	9-10.W.1d	9-10.SL.1d	9-10.L.2a
9-10.RL.6	9-10.RI.6	9-10.W.1e	9-10.SL.2	9-10.L.2b
9-10.RL.7	9-10.RI.7	9-10.W.2	9-10.SL.3	9-10.L.2c
9-10.RL.8 NA	9-10.RI.8	9-10.W.2a	9-10.SL.4	9-10.L.3
9-10.RL.9	9-10.RI.9	9-10.W.2b	9-10.SL.5	9-10.L.3a
9.RL.10	9.RI.10	9-10.W.2c	9-10.SL.6	9-10.L.4
10.RL.10	9.RI.10a AZ	9-10.W.2d		9-10.L.4a
	10.RI.10a AZ	9-10.W.2e		9-10.L.4b
		9-10.W.2f		9-10.L.4c
		9-10.W.3		9-10.L.4d
		9-10.W.3a		9-10.L.5
		9-10.W.3b		9-10.L.5a
		9-10.W.3c		9-10.L.5b
		9-10.W.3d		9-10.L.6
		9-10.W.3e		
		9-10.W.4		
		9-10.W.4a AZ		
		9-10.W.5		
		9-10.W.6		
		9-10.W.7		
		9-10.W.8		
		9-10.W.9		
		9-10.W.9a		
		9-10.W.9b		
		9-10.W.10		