Curriculum Sample Template
Max. 8 Pages

Grade Level	9th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 1-2		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year foundational to the mastery of the Required Standard(s).*	Students are expected to have prior knowledge of and/or skills mastered to: **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. **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. **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. **9.L.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.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons that align to the Program of Instruction described in the application package.*	English Language Arts (Reading) lessons focus on vocabulary acquisition, reading analysis, and writing in multiple modes. Direct Instruction includes lecture (structured overview, review), small-group (peer partners), and teacher-directed (read aloud, active reading strategies) learning activities. Formative assessments include didactic questioning, summaries and reflections, Cornell Notes and graphic organizers, and collaborative activities. Summative assessments designed for student mastery of content.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	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).		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Reading Selections "Become an Organ Donor" (by Ginny García); *from* "Go Fast, Turn Easier" (Feature Article by Chris Anthony); "The Flu Strikes Again" (Feature Article by Faye Danahan); *from* "At Home in the Discomfort Zone" (Feature Article by Kevin Foley); Why Leaves Turn Color in the Fall (Poetic Essay by Diane Ackerman); How a Leaf Works (Textbook Diagram); "*Brown v. Board of Education of Topeka"* (Textbook Feature); *from* "Grand Opening Dedication Speech" (Speech by Rod Paige); *Brown v. Board of Education*, 347 U.S. 483 (1954); *Emancipation Proclamation* - Editorial, The Topeka Capital-Journal (May 18, 1954) Dictionary, Thesaurus		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	**Informational Text** Purpose and Perspective (1) Teacher will present a structured overview of the factors that reveal purpose and perspective. (2) Teacher will read aloud and prompt students to identify words and phrases used to influence meaning and tone from the selections "Become an Organ Donor" and "*from* Go Fast, Turn Easier". Organization and Format (1) Teacher will present a structured overview of the patterns of organization and formats found in informational texts. (2) Teacher will read aloud and prompt students to identify words and phrases used to influence meaning and tone from the selections "The Flu Strikes Again" and "*from* At Home in the Discomfort Zone".	(1) Students will prepare Cornell Notes for the factors that reveal purpose and perspective. (2) Students will prepare a graphic organizer of technical and connotative meanings of words for each selection. (3) Students will write a statement using the graphic organizer to describe the meaning and tone of each selection. (1) Students will prepare Cornell Notes for the patterns of organization and formats found in informational texts. (2) Students will prepare a graphic organizer of figurative language and its meaning for each selection. (3) Students will write a statement using the graphic organizer to describe the meaning and tone of each selection.
2	**Informational Text: Why Leaves Turn Color in the Fall** Analyzing the Text (1) Teacher will present a structured overview of the factors for analyzing the cumulative impact of specific word choices on meaning and tone (Speaker, Occasion, Audience, Purpose, Subject, and Tone). (2) Teacher will select students to read aloud and prompt students to identify words and phrase used by the author that impact the meaning and tone of the selection.	(1) Students will prepare Cornell Notes for the factors in analyzing the cumulative impact of specific word choices on meaning and tone. (2) Students will prepare a SOAPSTone graphic organizer (Speaker, Occasion, Audience, Purpose, Subject, and Tone) to document textual evidence of specific word choices by the author. (3) Students will write an analysis using the SOAPSTone graphic organizer to describe the cumulative impact of the author's word choices on meaning and tone. (4) **Summative Assessment**: Students will complete Why Leaves Turn Color in the Fall Quiz.

3	**Informational Text: How a Leaf Works** Analyzing the Text (1) Teacher will present a structured overview of the guidelines to interpret and evaluate graphic aids. (2) Teacher will review the factors for analyzing the cumulative impact of specific word choices on meaning and tone (Speaker, Occasion, Audience, Purpose, Subject, and Tone) (3) Teacher will read aloud and prompt students to identify words and phrase used to explain the information contained in each graphic aid.	(1) Students will prepare Cornell Notes for the guidelines to interpret and evaluate graphic aids. (2) Students will prepare a SOAPSTone graphic organizer (Speaker, Occasion, Audience, Purpose, Subject, and Tone) to document textual evidence of specific word choices in each graphic aid. (3) Students will write an analysis using the SOAPSTone graphic organizer to describe the cumulative impact of the word choices on meaning and tone. (4) **Summative Assessment**: Students will complete How a Leaf Works Quiz.
4	**Informational Text: Literary Analysis** (1) Teacher will select students to read aloud "*Brown v. Board of Education of Topeka*, Textbook Feature" and will pose didactic questions about specific word choices in the selection during the read aloud. (2) Teacher will select students to read aloud "*from* Grand Opening Dedication" and will pose didactic questions about specific word choices in the selection during the read aloud. (3) Teacher will present a structured overview of the process for preparing a basic literary analysis of informational texts.	(1) Students will use active reading strategies during the read aloud and will answer didactic questions about "*Brown v. Board of Education of Topeka*, Textbook Feature". (2) Students will use active reading strategies during the read aloud and will answer didactic questions about "*from* Grand Opening Dedication Speech". (3) Students will work with peer partner to prepare a basic literary analysis of "*Brown v. Board of Education of Topeka*, Textbook Feature".
5	**Informational Text: *Brown v. Board of Education*, 347 U.S. 483 (1954)** (1) Teacher will review the factors that reveal purpose and perspective; the patterns of organization and formats found in informational texts; and the factors for analyzing the cumulative impact of specific word choices on meaning and tone. (2) Teacher will read aloud and prompt students to identify words and phrases used to influence and impact meaning and tone of the selection.	(1) Students will review Cornell Notes for the factors that reveal purpose and perspective; the patterns of organization and formats found in informational text; and the factors for analyzing the cumulative impact of specific word choices on meaning and tone. (2) Students will prepare a graphic organizer for technical/connotative meanings of words and figurative language and its meaning. (3) Students will prepare a SOAPSTone graphic organizer to document textual evidence of specific word choices by the author. (4) Students will write a paragraph to describe the meaning and tone of the selection and a paragraph to describe the cumulative impact of the author's word choices on meaning and tone.

6	**Informational Text: *Brown v. Board of Education*, 347 U.S. 483 (1954)** (1) Teacher will present a structured overview of process for preparing an in-depth literary analysis of informational texts.	(1) Students will work with peer partner to prepare an in-depth literary analysis of "*Brown v. Board of Education*, 347 U.S. 483 (1954)".
7	**Informational Text: *Emancipation Proclamation*-Editorial The Topeka Capital-Journal (May 18, 1954)** (1) Teacher will review process for preparing an in-depth literary analysis of informational texts.	(1) **Summative Assessment:** Students will prepare an in-depth literary analysis of "*Emancipation Proclamation* – Editorial", The Topeka Capital-Journal (May 18, 1954).

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

1. **Why Leaves Turn Color in the Fall Quiz:** Assessment is scored on a 25 point scale, each question is worth 5 points and partial credit may be given for questions #4 and #5. Students will score 20 out of 25 points (80%) to demonstrate mastery.
2. **How a Leaf Works Quiz:** Assessment is scored on a 25 point scale, each question is worth 5 points and partial credit may be given for question #5. Students will score 20 out of 25 points (80%) to demonstrate mastery.
3. **In-Depth Literary Analysis – Informational Text ("*Emancipation Proclamation* – Editorial", The Topeka Capital-Journal (May 18, 1954)):** Assessment is scored on a 5-point rubric scale for analysis of nonfiction text and connections to related texts. Students will score 8 out of 10 (80%) to demonstrate mastery.*

   *assessment independent from instruction

For the summative assessment items indicated above, partial credit will be awarded as follows:

5 points for correct answer supported with clear, relevant, detailed evidence and/or explanation.
4 points for correct answer supported with MOSTLY clear, relevant, and detailed evidence and/or explanation.
3 points for correct answer supported with SOME clear, relevant, and detailed evidence and/or explanation.
2 points for correct answer supported with no evidence and/or explanation.
1 point for incorrect answer supported with evidence and/or explanation.
0 points for incorrect answer supported with no evidence and/or explanation.

Why Leaves Turn Color in the Fall Quiz

Score: _____

Answer the questions in complete sentences.

1. What is anthocyanin?
2. According to the author, what is an "odd feature" regarding the colors of leaves?
3. In the following passage, which phrase identifies an effect?
   "In the fall, on the other hand, no new pigment is produced, and so we notice the other colors that were always there, right in the leaf, although chlorophyll's shocking green hid them from view."
4. How would you describe the author's attitude toward fall – neutral, admiring, scientific, or playful? Cite two specific examples from the selection to support your answer.
5. How does the author's use of poetic diction and vivid imagery affect her ability to explain the scientific processes of leaves? Cite two specific examples from the selection.

Answer Key

1. Plant tissue through which nutrients and water are conducted.
2. The color of leaves lack any real or special purpose.
3. The phrase "so we notice the other colors".
4. The author's attitude is admiring. Reasons will vary.
5. Possible answers: Starting with a vivid image of the approach of fall draws readers in; the author eases readers gently into the scientific explanation of why leaves fall or how they turn color; this approach makes the science of the essay more accessible to readers; poetic diction and vivid imagery make the scientific explanations easier to read, understand and visualize.

How a Leaf Works Quiz

Score: _____

Answer the questions in complete sentences.

1. What is the main idea of the graphic labeled "Photosynthesis"?
2. What is the main idea of the graphic labeled "Inside a Leaf"?
3. What function does phloem perform inside a leaf? Cite the graphic used to answer the question.
4. What is the function of chlorophyll and where is it found? Cite the graphic used to answer the question.
5. What are three differences in the word choices used to explain the scientific processes of leaves in the selections "Why Leaves Turn Color in the Fall" and "How a Leaf Works". Explain the three differences.

Answer Key

1. The main idea of the graphic is to explain the process of photosynthesis, which occurs inside the chloroplasts of leaves.
2. The main idea of the graphic is to show the different types of cells and tissues inside a leaf, along with their functions.
3. Phloem transports energy-rich compounds made in the leaf to other parts of the plant. (from "Inside a Leaf")
4. Chlorophyll captures energy from sunlight and uses the energy to change water and carbon dioxide into glucose and oxygen. Chlorophyll is found inside the chloroplasts. (from "Photosynthesis")
5. Possible answers: scientific language, writing style, complexity of descriptions, use of examples and applications, emotional connections to reader.

ELA-Reading-9th
In-Depth Literary Analysis - Informational Text
(*Emancipation Proclamation*-Editorial)

Answer the questions to identify and analyze the elements of the editorial "*Emancipation Proclamation*" published in The Topeka Capital-Journal on May 18, 1954. Use the information from the answers to write a five paragraph literary analysis connecting this editorial to the court opinion in "*Brown v. Board of Education"*.

In-Depth Literary Analysis – Informational Text Questions
Examine the Author's Form, Content, and Organization

1. What form of writing is this (news article, feature article, editorial)? What does this form suggest about the author's purpose?
2. What do the headings, subheadings, graphic aids, and other text features reveal about the content and organization of the selection?
3. What pattern(s) of organization does the author use (chronological, sequential, order of importance, cause and effect, problem and solution)? What does the pattern suggest about the author's purpose?

Examine the Author's Purpose and Perspective

1. What is this selection about? What is the author's main idea or message about this topic?
2. What does the author want you to understand, think about, believe, or do?
3. What does the author's writing reveal about his or her values, feelings, beliefs, and experiences?
4. What appears to be the author's reason for writing this piece? Is the author's primary purpose—to inform or explain, persuade, entertain, or express ideas or feelings?

Examine the Author's Craft

1. What level of language does the writer use (informal, academic, technical, formal)? How well does the language suit the writer's chosen form, topic, purpose, and intended audience?
2. How would you characterize the author's tone or attitude toward the topic (sarcastic, concerned, amused, or irritated)? What effect does this tone have on your feelings about the topic?
3. What elements of style does the author rely upon (alliteration, allusions, repetition, parallelism, rhetorical questions, analogies)? What do these elements help the author emphasize?

Evaluate and Critique the Author's Work

1. Does the author's main idea or message come across clearly? Why or why not?
2. Is the author's main idea or message adequately supported by the details? If not, where might more details be of help? Did any details strike you as unnecessary or confusing? If so, which ones?
3. Did the selection seem objective and unbiased? What details led to your opinion?
4. How clear, interesting, accurate, and thorough is the author's coverage of this topic? What details lead to your opinion?
5. What did you learn from this selection?

Connect the Author's Work with Related Themes and Concepts

1. Identify the differences in word choice between the two documents.
2. Identify the differences in writing style between the two documents.
3. Identify the differences in tone and diction between the two documents.
4. Are there any ideas or messages more clearly explained in one document than in the other?

ELA-Reading-9th
In-Depth Literary Analysis – Informational Text Rubric
(*Emancipation Proclamation*-Editorial)

Standard	Score	Description
Analyze the meaning of words and phrases used in a text (9.RI.4)	5	Introduction identifies the documents; questions for analysis are thoroughly answered and supported with well-chosen details, quotations, and examples from the text; closing synthesizes the ideas, summarizes the analysis, and offers a well-reasoned observation about the documents.
	4	Introduction identifies the documents; questions for analysis are effectively answered and supported with well-chosen details, quotations, and examples from the text; closing synthesizes most ideas, summarizes the analysis, and restates an interesting observation about the documents.
	3	Introduction identifies the documents but could be more engaging; question for analysis are answered and most are supported with relevant details, quotations, and examples from the text; closing synthesizes a few ideas and summarizes most of the analysis, but it doesn't provide an original insight about the documents.
	2	Introduction identifies the documents, but the focus is unclear; most questions for analysis are answered and some are supported with relevant details, quotations, and examples; closing gives an incomplete observation about the documents.
Score: _____	1	Introduction mere identifies the documents without comment; few questions for analysis are answered and textual evidence in support is missing or unrelated to same; closing lack any observations about the documents.

Analyze the impact of word choice on meaning and tone (9.RI.4)	5	Insightful discussion of differences in word choice and writing styles accompanied with relevant evidence; key connections are thoroughly supported with well-chosen details, quotations, and examples.
	4	Original discussion of differences in word choice and writing style accompanied with evidence; key connections are effectively supported with well-chosen details, quotations, and examples.
	3	Analysis clearly states differences in word choice and writing style, but could use more evidence; most key connections are supported with relevant details, quotations, and examples.
	2	Analysis states differences in word choice and writing style, but lacks sufficient evidence; some key connections are supported with relevant details, quotations, and examples.
Score: _____	1	Analysis lack adequate differences and/or specific evidence; textual evidence in support of key connections is missing or unclear.