

Second Quarter	TN STATE STANDARDS	SKILL FOCUS	Content
<p><b>Essential Questions:</b> Do our differences define us?  <i>Focus Questions:</i> Can our differences be overcome? What is the impact of keeping secrets? Is violence ever necessary? How important is good counsel?</p>			
<p><b>Reading Literature</b></p>	<p><b>9-10.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p><b>9-10.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p><b>9-19.RL.CS.6</b> Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</p>	<p><b>Citing Textual Evidence:</b>            What does the text say to support a claim? How does the text both directly and indirectly support conclusions drawn? How can author's intent be inferred from text?</p> <p><b>Characterization:</b>            direct characterization, indirect characterization, round character, flat character, dynamic character, static character</p> <p><b>Vocabulary in Context:</b>            Can the student use vocabulary garnered through reading in multiple contexts?</p> <p><b>Point of View:</b>            What does the author's choice in story structure tell you about what he/she wants the audience to take from a text?</p>	<p><b>Suggested Selection of Texts:</b></p> <p>Prentice Hall <i>Literature</i>:            Romeo and Juliet            "Pyramus and Thisbe"</p> <p>Internet Resources:  <a href="http://commonlit.org">commonlit.org</a>  <a href="http://quizlet.com">quizlet.com</a>  <i>No Fear Shakespeare</i></p>

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<p><b>Reading Informational Text</b></p>	<p><b>9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.RI.CS.6</b> Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>9-10.RI.IKI.8</b> Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p>	<p><b><u>Citing Textual Evidence:</u></b>            What does the text say to support a claim? How does the text both directly and indirectly support conclusions drawn? How can author's intent be inferred from text?</p> <p><b><u>Central Idea:</u></b>            What is the focus of the author's argument? Of what is the author attempting to inform/convince the reader?</p> <p><b><u>Summarization:</u></b>            How do you summarize various informational texts of different lengths?</p>	<p><b><u>Suggested Selection of Texts:</u></b>            Prentice Hall <i>Literature</i></p> <p><b><u>Internet Resources:</u></b>  <a href="http://commonlit.org">commonlit.org</a></p>

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<p><b>Writing</b></p>	<p><b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p><b>9-10.W.TTP.2</b> Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p><b>9-10.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.W.PDW.5</b> 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><b>9-10.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p><b>9-10.W.RBPK.8</b> Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>9-10.W.RBPK.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.</p> <p><b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p><b><u>Argumentative/Analytical Writing:</u></b></p> <p>How does the argument support the claim? Is the tone of the essay well-established and appropriate to the type of writing assignment? Do the language and syntax create cohesion among the ideas in the essay? How does the conclusion support the argument?</p> <p><b><u>Informational:</u></b></p> <p>Is the information organized in such a way that the text is clear and accurate? Do the ideas build upon one another? Are transitions used to fluidly connect thoughts? Is the language precise and sophisticated enough to complement and manage the complexity of the topic? Does the conclusion support the argument?</p> <p><b><u>Writing Process:</u></b></p> <p>How do you write an effective body paragraph? Introduction? Conclusion? What is a thesis statement? What is a claim? What is an argument? How do you incorporate transitions effectively? How do you use MLA formatting? How do you proofread a rough draft effectively?</p>	<p><b><u>Resources:</u></b></p> <p><a href="http://owl.english.purdue.edu">owl.english.purdue.edu</a>  <a href="http://grammarly.com">grammarly.com</a>  <a href="http://easybib.com">easybib.com</a>            Prentice Hall <i>Literature</i> Textbook</p> <p><b><u>Suggested Writing Activities:</u></b></p> <p>Analysis of Acts I-V of <i>Romeo and Juliet</i>            Journals            Constructed Responses to Reading Prompts            Graphic Organizers            Writer's Workshop</p>

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<b>Language</b>	<b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	<b>Grammar:</b> What are the eight parts of speech? What is a sentence? What is a phrase? What is a clause? What is parallel structure? How do you use punctuation of various types correctly? What is parallel structure? What is voice? What is subject-verb agreement?	<b>Resources:</b> Prentice Hall <i>Literature</i> <a href="http://quizlet.com">quizlet.com</a> <a href="http://ixl.com">ixl.com</a> Holt <i>Elements of Language</i> <a href="http://grammarbytes.com">grammarbytes.com</a> <a href="http://usatestprep.com">usatestprep.com</a>  <b>Suggested Language Activities:</b> weekly vocabulary weekly grammar exercises
<b>Speaking and Listening</b>	<b>9-10.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>Using Language appropriate to Context:</b> How should language in formal situations differ from informal discussion?	<b>Resources:</b> Prentice Hall <i>Literature</i>  <b>Suggested Speaking and Listening Activities:</b> collaborative group discussions presentation-based projects over reading and research