

**Winslow Township School District**  
**English Language Arts**  
**Grade 9**

**Overview:** English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

[Unit 1 Grade 9](#)

[Unit 2 Grade 9](#)

[Unit 3 Grade 9](#)

[Unit 4 Grade 9](#)

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.6 RI.9-10.6 WIDA Standards 1, 2, 5	Primary Focus NJSLS: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> <li>● Informative and explanatory writing</li> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>
<a href="#">Unit 2</a>	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> <li>● At least one extended text</li> <li>● 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Argumentative writing</li> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>

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<a href="#"><u>Unit 3</u></a>	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9 WIDA Standards 1, 2, 5	Primary Focus NJSLS: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> <li>● At least one extended text</li> <li>● 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>
<a href="#"><u>Unit 4</u></a>	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> <li>● At least one extended text</li> <li>● 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>

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Unit 1 Grade 9		
Unit 1 -Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.9-10.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b> ) <b>and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	<ul style="list-style-type: none"> <li>● Analyze the text for inferred and literal meanings</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Use direct quotes, paraphrase, summarize objectively</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, <b>and</b> provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and <b>analyze how it is developed</b> and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Determine a theme and central idea</li> <li>● Analyze how details develop the theme/central idea</li> <li>● Make inferences using explicit and implicit text evidence</li> <li>● Use the text to draw conclusions about the theme/central idea</li> <li>● Formulate an objective (free of personal bias) summary of the text</li> <li>● Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>● Provide an objective summary of the text</li> </ul>
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.	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,	RL.9-10.3: <ul style="list-style-type: none"> <li>● Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>● Identify multiple/conflicting character motivations</li> <li>● Analyze character interactions as they develop plot</li> <li>● Evaluate simple and complex relationships and/or events on plot development</li> </ul>

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	<p>how they are introduced and developed, and the connections that are drawn between them.</p>	
<p>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).</p>	<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>RI.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul> <ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Read multiple texts from world literature</li> <li>● Analyze how a particular point of view or cultural experience is reflected in a text</li> </ul>

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	<p><b>rhetorical devices</b> to advance that point of view or purpose.</p>	<p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>● Identify rhetorical devices and text structures that may develop the purpose of piece</li> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance the purpose</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>		<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>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.</p> <p>W.9-10.2.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 aiding comprehension.</p> <p>W.9-10.2.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>W.9-10.2.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>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding <b>paragraph</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<ul style="list-style-type: none"> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Select precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> </ul>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>
<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, 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>		<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>

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<p>W.9-10.7. (Choice) 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>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>
<p>W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research.  W.9-10.9.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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]").  W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (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").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  SL.9-10.1.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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> </ul>

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<p>SL.9-10.1.B. <b>Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria</b> (e.g. <b>student developed rubric</b>) and <b>assign</b> individual roles as needed.</p> <p>SL.9-10.1.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.</p> <p>SL.9-10.1.D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b>, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Use text/source to show fallibility in speaker’s reasoning</li> </ul>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>

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Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.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.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism (i.e. repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>● Understand the differences between a phrase and a clause</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>
<p>L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b></p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>
<p>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.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.</p> <p>L.9-10.4.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>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning (connotation, denotation, word function and position)</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>



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<p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>
<p><b>Additional Standards</b></p>	<p><b>Resources</b></p>
<p>Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.</p>	<p><a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a></p>

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This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

**Grade 9 Unit 1: Struggle for Freedom**  
*Collection 1 and Collection 2*  
**Essential Questions**

- How far will people go for freedom?
- What is the individual's role in society?
- How is it possible for individuals to live together as “one human race”?
- [Essential Questions for the CCSS Anchor Standards](#)

**District/School Formative Assessment Plan**

- [Grade 9 ELA/Literacy Practice Assessment Unit 1](#) Supports PARCC Assessments
- [Collections Text ELA Practice Test 1](#)
- Teacher Created Formative Assessments: Such as [3 2 1 formative assessment](#), [Exit/Admit Tickets/ One Minute Responses](#), Short Answer Response Questions, Quick Writes, Quick Quizzes, [K.W.L.S.](#)
- Short Constructed Response questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world.
- Performance task mini essay assignments following each piece in the section (Mywritesmart, *Collections Text* pgs 8, 18, 25, 30, 36, 53, 72, 78, 86 and 94)

**District/School Summative Assessment Plan**

- LinkIt! Grade 9 Form A (supports PARCC assessment)
- Printable Assessment by Collection: [Collection Test 1](#) and/or
- Printable Assessment by Collection: [Collection Test 2](#)
- Document based informative and explanatory research writing assignment (*Collection 1* Performance writing task pg 38) *See Writing Primary Focus Task 2*
- Document based argumentative research writing assignment (*Collection 2* Performance writing task pg 97) *See Writing Primary Focus Task 1*

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District/School Texts	District/School Supplementary Resources
<p><i>Collections Grade 9: Collections 1 and 2 and Close Reader</i> (consumable)</p>	<p><b>Collections Supplements:</b></p> <ul style="list-style-type: none"> <li>● Close Reader (consumable)</li> </ul>
<p><b>Required: Collection 1</b></p> <ul style="list-style-type: none"> <li>● “<i>A Quilt of a Country</i>” Lexile 1260</li> <li>● “Once Upon a Time” Lexile 1390</li> </ul> <p><b>Required: Collection 2</b></p> <ul style="list-style-type: none"> <li>● “I have a Dream” Lexile 1120</li> <li>● “Nobody Turn Me Around” Lexile 1030</li> </ul> <p><b><u>And one of the following: Collection 1</u></b></p> <ul style="list-style-type: none"> <li>● “Making the Future Better, Together” (<i>Close Reader</i>) Lexile 1170</li> <li>● “<i>Night Calls</i>” (<i>Close Reader</i>) Lexile 1110</li> </ul> <p><b>Optional: Collection 1</b></p> <ul style="list-style-type: none"> <li>● “Rituals of Memory” Lexile 1380</li> <li>● “The Gettysburg Address” Lexile 1170</li> <li>● “Oklahoma Bombing Memorial” Address by Bill Clinton (<i>Close Reader</i>) Lexile 1060</li> </ul> <p><b>Optional: Collection 2</b></p> <ul style="list-style-type: none"> <li>● “The Prisoner Who Wore Glasses” by Bessie Head (<i>Close Reader</i>) Lexile 970</li> <li>● “A Eulogy for Dr. Martin Luther King, Jr.” (<i>Close Reader</i>) Lexile 1290</li> </ul> <p><b>Differentiated Levels of Texts:</b></p> <p><b>Level I</b></p> <ul style="list-style-type: none"> <li>● Brown, Dee “Bury My Heart at Wounded Knee: An Indian History of the American West” Lexile 1160</li> <li>● Turgenev, Ivan “<a href="#">Fathers and Sons</a>” Lexile 980</li> </ul>	<ul style="list-style-type: none"> <li>● Video Links in Collections 1 &amp; 2: <ul style="list-style-type: none"> <li>-History.com</li> <li>-A&amp;E</li> <li>-Channel One News</li> <li>-HMHFYI.com</li> </ul> </li> <li>● Digital Notebook</li> <li>● Interactive Lessons Level Up Tutorials</li> <li>● <a href="#">More Texts by Collection</a> (<i>Online Resource requires Login</i>)</li> </ul> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Actively Learn</i> <a href="https://read.activelylearn.com">https://read.activelylearn.com</a></li> <li>● <i>Adolescent Literature</i> <a href="http://www.adlit.org/">http://www.adlit.org/</a></li> <li>● <i>Audio Books Sync</i> <a href="http://audiobooksync.com/">http://audiobooksync.com/</a></li> <li>● <i>Common Lit Reading</i> <a href="#">CommonLit   Free Reading Passages and Literacy Resources</a></li> <li>● <i>Core Standards Appendix A</i> <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></li> <li>● <i>Core Standards Appendix C</i> <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li> <li>● <i>Edmodo</i> <a href="http://www.edmodo.com">www.edmodo.com</a></li> <li>● <i>Free Rice</i> <a href="http://freerice.com">Freerice.com</a></li> <li>● <i>Internet4Classrooms</i> <a href="http://Internet4Classrooms">Internet4Classrooms</a></li> <li>● <i>Kahoot</i> <a href="http://www.kahoot.com">www.kahoot.com</a></li> <li>● <i>Khan Academy</i> <a href="https://www.khanacademy.org/humanities">https://www.khanacademy.org/humanities</a></li> <li>● <i>Lexile Ranges by Grade</i> <a href="#">Lexile Ranges By Grade</a></li> <li>● <i>Media Center Database Resources</i> <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● <i>News ELA</i> <a href="http://www.Newsela.com">www.Newsela.com</a></li> <li>● <i>No More Red Ink</i> <a href="https://www.noredink.com/">https://www.noredink.com/</a></li> <li>● <i>PBS Learning Media</i> <a href="https://www.pbslearningmedia.org/">https://www.pbslearningmedia.org/</a></li> </ul>

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<p><b>Level II</b></p> <ul style="list-style-type: none"> <li>● Chopin, Kate “<a href="#">The Story of an Hour</a>” Lexile 970</li> <li>● Angelou, Maya “I Know Why the Caged Bird Sings” Lexile 1010</li> </ul> <p><b>Level III</b></p> <ul style="list-style-type: none"> <li>● X, Malcolm “<a href="#">The Ballot or the Bullet</a>” Lexile 1130</li> <li>● Donne, John “<a href="#">Song</a>” Lexile 1280</li> </ul> <p><b>Independent Reading:</b> (Controlled choices by teacher or student selected with teacher’s approval)</p> <p><b>Required Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Sadlier: <i>Vocabulary Workshop</i> Level D (Weekly/Biweekly)</li> <li>● <i>Collections</i> Critical Vocabulary</li> <li>● Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) <a href="http://www.d93schools.org">www.d93schools.org</a></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Purdue Owl</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> <li>● <i>Quizlet</i> <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <i>Read Write Think</i> <a href="http://www.readwritethink.com">www.readwritethink.com</a></li> <li>● <i>Root Words</i> <a href="http://mseffie.com/assignments/roots/roots.html">http://mseffie.com/assignments/roots/roots.html</a></li> <li>● <i>SAT Prep</i> <a href="http://www.satprep.com">www.satprep.com</a></li> <li>● <i>Scholastic</i> <a href="https://www.scholastic.com/teachers/search-results/?search=1&amp;filters=&amp;text=9-12">https://www.scholastic.com/teachers/search-results/?search=1&amp;filters=&amp;text=9-12</a></li> <li>● <i>Teen Ink</i> <a href="http://teenink.com">teenink.com</a></li> <li>● <i>Teen Reads</i> <a href="https://www.teenreads.com/">https://www.teenreads.com/</a></li> <li>● <i>Think CERCA</i> <a href="#">ThinkCERCA   Personalized Close Reading &amp; Argumentative Writing</a></li> <li>● <i>Tween Tribune</i> <a href="http://www.tweentribune.com">www.tweentribune.com</a></li> <li>● <i>Utah Education Network</i> <a href="https://www.uen.org/7-12interactives/lang_arts.shtml">https://www.uen.org/7-12interactives/lang_arts.shtml</a></li> <li>● <i>Vocabulary</i> <a href="#">Vocabulary</a></li> <li>● <i>Vocabulary Test</i> <a href="#">Vocabulary Tests and Games on VocabTest.com - Free Vocabulary</a></li> <li>● <i>TheWeek</i> <a href="http://theweek.com">theweek.com</a></li> <li>● <i>YouTube</i> <a href="http://www.youtube.com">www.youtube.com</a></li> </ul> <p><b><a href="#">Grade-Specific Novels and Other Selections</a></b> (to be implemented at Teacher’s discretion)</p> <ul style="list-style-type: none"> <li>● Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	
<b>District/School Writing Tasks</b>		
<p><b>Primary Focus</b></p> <p><b><u>Task 1: Argumentative Writing</u></b></p> <p>Write an argumentative essay recalling the quotation from Kofi Annan that opened <i>Collection 1</i>: “We may have different religions, different languages, different colored skin, but we all belong to one human race.” Do you think individuals can live</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Language and Style section found within and following each selection</li> <li>● <b>Required:</b> Students should demonstrate use of <i>MLA Handbook</i> (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism.  <a href="#">-CitationMachine</a>  <a href="#">-Style.mla.org</a></li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>● Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)</li> <li>● Write brief responses to questions (including self-generated questions) or to solve problems; to narrow or broaden</li> </ul>

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<p>together as “one human race”? Use evidence from <i>Collection 1</i>. (MLA format)</p> <p><b><u>Task 2: Informative and Explanatory Essay</u></b></p> <p>Choose three texts from <i>Collection 2</i>, including the anchor text, “I Have a Dream,” and identify how each writer addresses the struggle for freedom in his or her society. Then, write an essay in which you explain each writer’s point of view. Cite evidence from all three texts to support each author’s perspective.</p>	<p style="text-align: center;"><u>-<a href="#">Writing and Research in a Digital Age</a></u></p> <ul style="list-style-type: none"> <li>● <u><a href="#">List of Writing and Research Skills</a></u></li> <li>● Media Center Database Resources <u><a href="#">WTHS DATABASES 2017-2018</a></u></li> <li>● Additional resources and topics found in <u><a href="#">Collections Teacher Resources Myhrw.com</a></u> (requires login) <ul style="list-style-type: none"> <li>-<u><a href="#">Interactive Whiteboard Lessons</a></u></li> <li>-<u><a href="#">Interactive Lessons</a></u></li> <li>-<u><a href="#">Level Up Tutorials</a></u></li> <li>-<u><a href="#">Grammar notes</a></u></li> <li>-<u><a href="#">Language Workshop</a></u></li> <li>-<u><a href="#">WordSharp</a></u></li> <li>-<u><a href="#">Writing and Research in a Digital Age</a></u></li> </ul> </li> </ul> <p style="text-align: center;"><b>Additional Grammar Resources</b></p> <ul style="list-style-type: none"> <li>-<u><a href="#">Grammarly Handbook</a></u></li> <li>-<u><a href="#">Lynne Truss Eats, Shoots and Leaves</a></u> (commas)</li> <li>-<u><a href="#">Patricia T. O'Conner: Woe is I</a></u></li> <li>-<u><a href="#">Strunk and White: Elements of Style</a></u></li> </ul>	<p>inquiries when appropriate; to synthesize multiple sources on a subject, and/or demonstrate the understanding of the subject under investigation.</p>
<b>Instructional Best Practice and Exemplars</b>		
<p><b>Instructional Best Practices:</b></p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Guided Inquiry</li> <li>● Collaboration</li> <li>● Independent Practice</li> <li>● Reflection</li> <li>● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)</li> </ul>	<p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>● <u><a href="#">Analytical Writing Strategies: TEPAC</a></u></li> <li>● <u><a href="#">Appendix of Strategies</a></u></li> <li>● <u><a href="#">Close Reading Strategies</a></u></li> <li>● <u><a href="#">Compare and Contrast Strategies</a></u></li> <li>● <i>Purdue Owl</i> <u><a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></u></li> <li>● <i>Teen Ink</i> <u><a href="http://www.teenink.com">www.teenink.com</a></u></li> <li>● <u><a href="#">from Tools and Texts by Jim Burke</a></u></li> <li>● <i>Exhibit and Analyze model student work</i></li> </ul>	

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- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection
- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

[Bloom Taxonomy Action Verbs](#)

[Learning Levels for Instruction and Assessment](#)

[Special Education Modifications, Supplementary Aids and Services, Assistive Devices](#)

**Further Standards Integration:**

- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting [Interactive Whiteboard Lessons](#)
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as

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*Teen Ink* [Teenink.com](http://Teenink.com).

- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>○ Small group instruction</li> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li> <li>○ Modeling and guided practice</li> <li>○ Read directions aloud</li> <li>○ Repeat, rephrase and clarify directions</li> </ul> | <ul style="list-style-type: none"> <li>○ Extended time as needed</li> <li>○ Break down assignments into smaller units</li> <li>○ Provide shortened assignments</li> <li>○ Modify testing format</li> <li>○ Graphic organizers</li> <li>○ Sentence Starters</li> <li>○ Consistent structured routine</li> <li>○ Simple and clear classroom rules</li> <li>○ Frequent feedback</li> </ul> |
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○ **Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Graphic novels</li> <li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li> <li>○ Extended time as needed</li> <li>○ Read directions aloud</li> <li>○ Assist with organization</li> </ul> | <ul style="list-style-type: none"> <li>○ Use of computer</li> <li>○ Emphasize/highlight key concepts</li> <li>○ Recognize success</li> <li>○ Provide timelines for work completion</li> <li>○ Break down multi-step tasks into smaller chunks</li> <li>○ Provide copy of class notes</li> <li>○ Graphic organizer</li> <li>○ Sentence Starters</li> </ul> |
|---|---|

○ **ELL Students**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

**WIDA Can Do Descriptors:**

Listening  Speaking  Reading  Writing  Oral Language

Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Use of bilingual dictionaries
- Personal dictionary
- Word Wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence Starters
- Response frames
- Adapted text/ Leveled Readers
- Repeated reading
- Graphic Organizers
- Provide background knowledge experience
- Increase vocabulary (cognates) exposure
- Additional SIOP Strategies as described in the following books:

○ **Enrichment/Gifted**

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Require critical and creative thinking activities with emphasis on research and in-depth study
- Provide Enrichment Activities/Project-Based Learning/ Independent Study

Additional strategies may be located at the following links:

- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)  
[REVISED Bloom's Taxonomy Action Verbs](#)



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<ul style="list-style-type: none"> <li>○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>99 <i>Activities for Teaching English Language Arts to English Language Learners</i></li> </ul>	
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**• Interdisciplinary Connections**

**Social Studies:**

**6.1.12.CivicsPR.6.a:** Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

**6.1.12.CivicsDP.6.b:** Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

**Integration of Computer Science and Design Thinking NJSL 8**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

**• 8.2.12.ED.1:** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers..

**Unit 2 Grade 9**

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.9-10.1 Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1 <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b> ) <b>and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	<ul style="list-style-type: none"> <li>● Analyze the text for inferred and literal meanings</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Use direct quotes, paraphrase, summarize objectively</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>

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<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, <b>and</b> provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and <b>analyze how it is developed</b> and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine a theme and central idea</li> <li>● Analyze how details develop the theme/central idea</li> <li>● Make inferences using explicit and implicit text evidence</li> <li>● Use the text to draw conclusions about the theme/central idea</li> <li>● Formulate an objective (free of personal bias) summary of the text</li> <li>● Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>● Provide an objective summary of the text</li> </ul>
<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>● Identify multiple/conflicting character motivations</li> <li>● Analyze character interactions as they develop plot</li> <li>● Evaluate simple and complex relationships and/or events on plot development</li> </ul> <p>RI.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>
<p>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).</p>	<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>
<p>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 <b>specific</b> effects (e.g. as mystery, tension, or surprise).</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> <li>● Understand and describe how an author has chosen to structure a text and order events within it</li> <li>● Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> </ul> <p>RI.9-10.5:</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text</li> </ul>

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<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Read multiple texts from world literature</li> <li>● Analyze how a particular point of view or cultural experience is reflected in a text</li> <li>● Analyze how culture impacts a particular point of view</li> </ul> <p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>● Determine the author's overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance the purpose</li> <li>● Identify rhetorical devices and text structures that advance the purpose of the piece</li> </ul>
	<p>RI.9-10.7. Analyze various <b>perspectives as presented</b> in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast how various accounts of a subject are told in two different mediums</li> <li>● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> </ul>
	<p>RI.9-10.8. <b>Describe</b> 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.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof</li> <li>● Pinpoint any statements that are false and judge if any of the author's reasoning is misleading.</li> <li>● Understand what a reliable source is and what makes one questionable</li> </ul>
	<p>RI.9-10.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> 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", <b>Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.</b>), including how they relate in terms of themes and significant concepts.</p>	<ul style="list-style-type: none"> <li>● Study and evaluate influential U.S. documents</li> <li>● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge</li> </ul>
<p><b>Unit 2 Writing Standards</b></p>		<p><b>Unit 2 Writing Critical Knowledge and Skills</b></p>
<p>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.  W.9-10.1.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.</p>		<ul style="list-style-type: none"> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</li> <li>● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</li> </ul>

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<p>W.9-10.1.B. Develop claim(s) and counterclaims <b>avoiding common logical fallacies, propaganda devices, and using sound reasoning</b>, 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.</p> <p>W.9-10.1.C. Use transitions (e.g. <b>words, phrases, clauses</b>) 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.</p> <p>W.9-10.1.D. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding <b>paragraph or section</b> that supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency in the essay with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</li> <li>● Maintain an appropriate style and tone for the task – omitting personal bias</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use text evidence to develop analysis and enhance content of argument</li> </ul>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>
<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, 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>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>
<p>W.9-10.7. (Choice) 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>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>

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<p>W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (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").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<p><b>Unit 2 Speaking and Listening Standards</b></p>	<p><b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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.</p> <p><b>SL.9-10.1.B. Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria</b> (e.g. student developed rubric) and <b>assign</b> individual roles as needed.</p> <p>SL.9-10.1.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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>

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SL.9-10.1.D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b> , orally), evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Use text/source to show fallibility in speaker’s reasoning</li> </ul>
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.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.	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism (i.e. repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>● Understand the differences between a phrase and a clause</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Know sentence variety patterns</li> <li>● Understand how sentence variety (use of clauses and phrases) affects meaning and interest</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly.	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>

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<p>L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b>  L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>
<p>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.  L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.  L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.  L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.  L.9-10.4.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>	<ul style="list-style-type: none"> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> <li>● Use context clues to derive word meaning (connotation, denotation, word function and position)</li> </ul>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>
<p><b>Additional Standards</b></p>	<p><b>Resources</b></p>
<p>Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.</p>	<p><a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a></p>

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**This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.**

**Grade 9 Unit 2: The Bonds Among Us**  
**Collection 3**  
**Essential Questions**

- **How much are we accountable for others around us?**
- **What links us to family, friends, pets and community?**
- **How do people socially bond?**
- [Essential Questions for the CCSS Anchor Standards](#)

**District/School Formative Assessment Plan**

Grade 9 Collections 3 Performance Task A (Write a fictional narrative) on Page 153  
 Performance Task (myWriteSmart) at the end of each selection

- Teacher Created Formative Assessments: Such as [3 2 1 formative assessment](#), [Exit/Admit Tickets/ One Minute Responses](#), Short Answer Response Questions, Quick Writes, Quick Quizzes, [K.W.L.S.](#)
- Open-ended questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world.
- Performance task mini essay assignments following each piece in the section (Mywritesmart, Collections Text pgs 120, 130, 138, 144, 150 and 152)

**District/School Summative Assessment Plan**

- LinkIt! Grade 9 Form B (supports PARCC assessments)
- Printable Assessment by Collection: [Collection Test 3](#)
- Document based argumentative writing assignment ([Collection 1 Performance Assessment](#)) See *Writing Primary Focus Task 1*
- Document based research assignment (*Collection 3 Performance Task B pg 157*) See *Writing Primary Focus Task 2*

**District/School Texts**

**Collections Grade 9: Collection 3, and Close Reader** (consumable)  
**Required Reading:**  
 “When Mr. Pirzada Came to Dine” Lexile 1170  
 “Monkey See, Monkey Do, Monkey Connect” (Close Reader) Lexile 1160  
 Charles Dickens, *Great Expectations* Lexile 1090 **or** Chinua Achebe, *Things Fall Apart* Lexile 890

**District/School Supplementary Resources**

- Collections Supplements:**
- Video Links in Collections 3:
    - History.com
    - A&E
    - Channel One News
    - HMHFYI.com
  - Digital Notebook



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**Differentiated Levels of Texts:**

- **Level I** Henry, O. "The Gift of the Magi" Lexile 540  
Tan, Amy "[The Joy Luck Club](#)" Lexile 930
- **Level II** U.S. History [Malcolm X and the Nation of Islam](#)  
Auden, W. H. "[Musee des Beaux Arts](#)" Lexile 1270
- **Level III** Sundar, S. Shyam "[Why it's so hard to #DeleteFacebook: Constant psychological boosts keep you hooked](#)"  
Mann, Charles C. "Before Columbus: The Americas of 1491"  
Lexile 1080

**Optional:**

- "And of Clay are we Created" Lexile 1220
- "Animals in Translation" Lexile 950
- "My Ceremony for Taking"

**Independent Reading:** (Controlled choices by teacher or student selected with teacher's approval)

**Required Vocabulary:**

- Sadlier: *Vocabulary Workshop* Level D (Weekly/Biweekly)
- *Collections* Critical Vocabulary
- Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) [www.d93schools.org](http://www.d93schools.org)

- Interactive Lessons Level Up Tutorials
- [More Texts by Collection](#) (*Online Resource requires Login*)

**Web Resources:**

- *Actively Learn* <https://read.activelylearn.com>
- *Adolescent Literature* <http://www.adlit.org/>
- *Audio Books Sync* <http://audiobooksync.com/>
- *Common Lit Reading* [CommonLit | Free Reading Passages and Literacy Resources](#)
- *Core Standards Appendix A*  
[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- *Core Standards Appendix C*  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- *Edmodo* [www.edmodo.com](http://www.edmodo.com)
- *Free Rice* [Freerice.com](http://freerice.com)
- *Internet4Classrooms* [Internet4Classrooms](#)
- *Kahoot* [www.kahoot.com](http://www.kahoot.com)
- *Khan Academy* <https://www.khanacademy.org/humanities>
- *Lexile Ranges by Grade* [Lexile Ranges By Grade](#)
- *Media Center Database Resources* [WTHS DATABASES 2017-2018](#)
- *News ELA* [www.Newsela.com](http://www.Newsela.com)
- *No More Red Ink* <https://www.noredink.com/>
- *PBS Learning Media* <https://www.pbslearningmedia.org/>
- *Purdue Owl* <https://owl.english.purdue.edu/owl/>
- *Quizlet* [www.quizlet.com](http://www.quizlet.com)
- *Read Write Think* [www.readwritethink.com](http://www.readwritethink.com)
- *Root Words* <http://mseffie.com/assignments/roots/roots.html>
- *SAT Prep* [www.satprep.com](http://www.satprep.com)
- *Scholastic* <https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12>
- *Teen Ink* [teenink.com](http://teenink.com)
- *Teen Reads* <https://www.teenreads.com/>
- *Think CERCA* [ThinkCERCA | Personalized Close Reading & Argumentative Writing](#)
- *Tween Tribune* [www.tweentribune.com](http://www.tweentribune.com)
- *Utah Education Network* [https://www.uen.org/7-12interactives/lang\\_arts.shtml](https://www.uen.org/7-12interactives/lang_arts.shtml)
- *Vocabulary* [Vocabulary](#)

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	<ul style="list-style-type: none"> <li>● <i>Vocabulary Test</i> <a href="#">Vocabulary Tests and Games on VocabTest.com - Free Vocabulary</a></li> <li>● <i>TheWeek</i> <a href="#">theweek.com</a></li> <li>● <i>YouTube</i> <a href="#">www.youtube.com</a></li> </ul> <p><b><u>Grade-Specific Novels and Other Selections</u></b> (to be implemented at Teacher’s discretion)</p> <ul style="list-style-type: none"> <li>● Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	
<b>District/School Writing Tasks</b>		
<p><b>Primary Focus</b></p> <p><b>Task 1: Argumentative Writing</b></p> <p>Unit 1 Argumentative Essay in Performance Assessment. Students will read <i>New School</i>, <i>New Friends</i> and <i>Teen Friendships: A Cauldron of Closeness</i>.</p> <p>Write an argumentative essay to answer the question: Is reaching consensus always a good idea? Are there times when it is better to disagree?</p> <p><b>Task 2: Research Multimedia Writing</b></p> <p>Collection 3 focuses on the connections we form with others. Look back at the anchor text “Monkey See, Monkey Do, Monkey Connect” and at least two other texts in the collection.</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>● <b>Required:</b> <i>Collections: Language and Style</i> section found in text following each selection</li> <li>● <b>Required:</b> Students should demonstrate use of <i>MLA Handbook</i> (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism. <ul style="list-style-type: none"> <li>-<a href="#">CitationMachine</a></li> <li>-<a href="#">Style.mla.org</a></li> <li>-<a href="#">Writing and Research in a Digital Age</a></li> </ul> </li> <li>● <a href="#">List of Writing and Research Skills</a></li> <li>● Media Center Database Resources <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● <b>Required:</b> Students should demonstrate use of MLA Style and Formatting (8th Edition) Resources include: <ul style="list-style-type: none"> <li>-<a href="#">Style.mla.org</a></li> <li>-<a href="#">Citation Machine</a></li> </ul> </li> <li>● Additional resources and topics found in <a href="#">Collections Teacher Resources Myhrw.com</a> (requires login) <ul style="list-style-type: none"> <li>-<a href="#">Interactive Whiteboard Lessons</a></li> <li>-<a href="#">Interactive Lessons</a></li> <li>-<a href="#">Level Up Tutorials</a></li> <li>-<a href="#">Grammar notes</a></li> <li>-<a href="#">Language Workshop</a></li> </ul> </li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>● Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)</li> <li>● Write brief responses to questions (including self-generated questions) or to solve problems; to narrow or broaden inquiries when appropriate; to synthesize multiple sources on a subject, and/or demonstrate the understanding of the subject under investigation.</li> </ul>

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<p>Then collaborate on a multimedia presentation about the way people form bonds with others.</p> <p>Multimedia presentation should use technology to share information through text, graphics, images, and sound.</p> <p>It should also integrate information from a variety of sources and present information and evidence from the texts clearly, concisely, and logically.</p>	<p>-<a href="#">WordSharp</a>          -<a href="#">Writing and Research in a Digital Age</a></p> <p><b>Additional Grammar Resources</b></p> <p>-<a href="#">Grammarly Handbook</a>          -<a href="#">Lynne Truss Eats, Shoots and Leaves</a> (commas)          -<a href="#">Patricia T. O'Conner: Woe is I</a>          -<a href="#">Strunk and White: Elements of Style</a></p> <ul style="list-style-type: none"> <li>● Writing persuasive arguments that integrate evidence taken from specific points in the text.</li> <li>● Write and develop arguments with strong evidence and valid reasoning that include:             <ul style="list-style-type: none"> <li>- a clear organization of precise claims and counterclaims</li> <li>- relevant and unbiased support for claims that incorporates audience considerations</li> <li>- use of transitional words, phrases, and clauses and varied sentence structures to link information and clarify relationships</li> </ul> </li> </ul>	
<b>Instructional Best Practices and Exemplars</b>		
<p><b>Instructional Best Practices:</b></p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Guided Inquiry</li> <li>● Collaboration</li> <li>● Independent Practice</li> <li>● Reflection</li> <li>● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)</li> <li>● <b>Differentiated Instruction:</b> Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the <i>Collections</i> planning section for each selection</li> </ul>	<p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Analytical Writing Strategies: TEPAC</a></li> <li>● <a href="#">Appendix of Strategies</a></li> <li>● <a href="#">Close Reading Strategies</a></li> <li>● <a href="#">Compare and Contrast Strategies</a></li> <li>● <i>Purdue Owl</i>  <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> <li>● <i>Teen Ink</i> <a href="http://www.teenink.com">www.teenink.com</a></li> <li>● <a href="#">from Tools and Texts by Jim Burke</a></li> <li>● <i>Exhibit and Analyze model student work</i></li> </ul>	

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- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

**[Bloom Taxonomy Action Verbs](#)**

**[Learning Levels for Instruction and Assessment](#)**

**[Special Education Modifications, Supplementary Aids and Services, Assistive Devices](#)**

**Further Standards Integration:**

- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author’s Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting **[Interactive Whiteboard Lessons](#)**
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* **[Teenink.com](#)**.
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

**<https://www.usmint.gov/learn/kids/resources/educational-standards>**

**Different ways to teach Financial Literacy.**

**<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>**

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**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

**Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Graphic novels
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

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ELL Students	Enrichment/Gifted
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>• Use of bilingual dictionaries</li> <li>• Personal dictionary</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles</li> </ul>
<ul style="list-style-type: none"> <li>• Word Wall</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Modeling and guided practice</li> <li>• Sentence Starters</li> <li>• Response frames</li> <li>• Adapted text/ Leveled Readers</li> <li>• Repeated reading</li> <li>• Graphic Organizers</li> <li>• Provide background knowledge experience</li> <li>• Increase vocabulary (cognates) exposure</li> <li>• Additional SIOP Strategies as described in the following books: <ul style="list-style-type: none"> <li>○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>• Provide Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>• <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Science:</b>  <b>LS4.A:</b> Evidence of Common Ancestry and Diversity Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (HS-LS4-1)</p>	

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**Integration of Computer Science and Design Thinking NJSLs 8**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

- **8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.**

**Unit 3 Grade 9**

<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
<p>RL.9-10.1 Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b></p>	<p>RI.9-10.1 <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b>) <b>and make relevant connections</b>, to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b></p>	<ul style="list-style-type: none"> <li>● Analyze the text for inferred and literal meanings</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Use direct quotes, paraphrase, summarize objectively</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>
<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, <b>and</b> provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and <b>analyze</b> how it is <b>developed</b> and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine a theme and central idea</li> <li>● Analyze how details develop the theme/central idea</li> <li>● Make inferences using explicit and implicit text evidence</li> <li>● Use the text to draw conclusions about the theme/central idea</li> <li>● Formulate an objective (free of personal bias) summary of the text</li> <li>● Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>● Provide an objective summary of the text</li> </ul>
<p>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</p>	<p>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</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>● Identify multiple/conflicting character motivations</li> <li>● Analyze character interactions as they develop plot</li> <li>● Evaluate simple and complex relationships and/or events on plot development</li> </ul>

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<p>characters, and advance the plot or develop the theme.</p>	<p>the connections that are drawn between them.</p>	<p>RI.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>
<p>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).</p>	<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>
<p>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 <b>specific</b> effects as mystery, tension, or surprise.</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> <li>● Understand and describe how an author has chosen to structure a text and order events within it</li> <li>● Analyze how the author’s choices to structure a text and manipulate time can create <b>mystery, tension, or surprise for the reader</b></li> </ul>
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text</li> </ul>
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text</li> <li>● Analyze how a particular point of view or cultural experience is reflected in a text</li> <li>● Analyze how culture impacts a particular point of view</li> </ul>
		<p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>● Identify rhetorical devices and text structures that may develop the purpose of the piece</li> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose</li> </ul>
<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different</p>		<ul style="list-style-type: none"> <li>● Compare and contrast how various accounts of a subject are told in two different mediums</li> </ul>



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<p>artistic mediums, including what is emphasized or absent in each <b>work</b> (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>		<ul style="list-style-type: none"> <li>Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> </ul>
<p>RL.9-10.9. Analyze <b>and reflect on</b> (e.g. <b>practical knowledge, historical/cultural context, and background knowledge</b>) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare).</p>		<ul style="list-style-type: none"> <li>Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>Understand allusions</li> <li>Identify allusions</li> <li>Compare and contrast use of common ideas/topics between texts or allusions within texts</li> </ul>
<p><b>Unit 3 Writing Standards</b></p>		<p><b>Unit 3 Writing Critical Knowledge and Skills</b></p>
<p>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.</p> <p>W.9-10.3.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>W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, <b>complete, and comprehensive piece</b>.</p> <p>W.9-10.3.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>W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<ul style="list-style-type: none"> <li>Convey experiences, real or imagined</li> <li>Use time as the deep structure of the narrative</li> <li>Form or structure based on a progression of events that build upon each other</li> <li>Use effective details using precise language</li> <li>Construct clear point(s) of view established through a narrator, provide characters, and present a situation</li> <li>Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>Provide a conclusion to the events they set out at the beginning of their narrative</li> </ul>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>Determine writing task type and its appropriate organizational structure</li> <li>Identify and understand the writing purpose</li> <li>Determine and address the audience appropriately</li> <li>Understand and utilize appropriate style</li> </ul>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>		<ul style="list-style-type: none"> <li>Develop and use appropriate planning templates</li> <li>Understand and utilize revision techniques</li> <li>Understand writing as a process</li> <li>Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>
<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, publish, and update individual or shared writing products, taking advantage of technology's</p>		<ul style="list-style-type: none"> <li>Use technology proficiently for production, publication, and collaboration</li> <li>Choose and evaluate appropriate platform</li> </ul>

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capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>
W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research. W.9-10.9.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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (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").	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<b>Unit 3 Speaking and Listening Standards</b>	<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.1.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.	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> </ul>

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<p>SL.9-10.1.B. <b>Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria (e.g. student developed rubric) and assign</b> individual roles as needed.</p> <p>SL.9-10.1.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.</p> <p>SL.9-10.1.D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b>, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Use text/source to show fallibility in speaker’s reasoning</li> </ul>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>
<p><b>Unit 3 Language Standards</b></p>	<p><b>Unit 3 Language Critical Knowledge and Skills</b></p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism (i.e. repeated grammatical patterns, types of phrases, and types of clauses)</li> <li>● Understand the differences between a phrase and a clause</li> <li>● Identify and use various types of phrases and clauses</li> </ul>

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<p>L.9-10.1.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.</p>	<ul style="list-style-type: none"> <li>● Know sentence variety patterns</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  L.9-10.2.B. Use a colon to introduce a list or quotation.  L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Apply the use of standard English spelling conventions</li> </ul>
<p>L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b>  L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>
<p>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.  L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.  L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.  L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.  L.9-10.4.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>	<ul style="list-style-type: none"> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> <li>● Use context clues to derive word meaning (connotation, denotation, word function and position)</li> </ul>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>
<p><b>Additional Standards</b></p>	<p><b>Resources</b></p>
<p>Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>

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World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.

[WIDA Proficiency Standards](#)  
[Content Related to WIDA Proficiency Standards](#)

**This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.**

**Grade 9 Unit 3: Sweet Sorrow**  
**Collection 4**  
**Essential Questions**

- Is love the great intangible?
- How important is it to forgive others?
- Is it more important to get revenge or reconcile?
- [Essential Questions for the CCSS Anchor Standards](#)

**District/School Formative Assessment Plan**

**District/School Summative Assessment Plan**

- Teacher Created Formative Assessments: Such as [3 2 1 formative assessment](#), [Exit/Admit Tickets/ One Minute Responses](#), Short Answer Response Questions, Quick Writes, Quick Quizzes, [K.W.L.S.](#)
- Open-ended questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world.
- Performance task mini essay assignments following each piece in the section (Mywritesmart, Collections Text pgs 170, 176, 206, 227, 252, 280, 288 and 298)

- LinkIt English 9 Form C (supports PARCC assessment)
- Printable Assessment by Collection: [Collection Test 4](#)
- Document based narrative writing assignment (*Collection 3* Performance writing Task A pg 153) *See Writing Primary Focus Task 1*
- Document based research writing assignment (*Collection 4* Performance writing task pg 301) *See Writing Primary Focus Task 2*

**District/School Texts**

**District/School Supplementary Resources**

*Collections Grade 9: Collection 4, and Close Reader* (consumable)  
Required Reading: *The Tragedy of Romeo and Juliet*  
AND from *The Tragedy of Romeo and Juliet* (Close Reader)

- Collections Supplements:**
- Video Links in Collections 4:
    - History.com
    - A&E
    - Channel One News

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**Differentiated Levels of Texts:**

**Level I**

- Poe, Edgar Allan "[Annabel Lee](#)" Lexile 1350
- Alvarez, Julia "[In the Time of the Butterflies](#)" Lexile 910

**Level II**

- Jackson, Shirley. "[The Lottery](#)" Lexile 560
- Sophocles "[Oedipus Rex](#)" Lexile 1070

**Level III**

- Samuel Taylor Coleridge "[The Rime of the Ancient Mariner](#)" Lexile 1280
- Fugard, Athol. "[Master Harold](#)"...and the boy

**Optional:**

Pyramus and Thisbe **or** Duty Lexile 940

[Shakespeare's Life](#)

**Independent Reading** (Controlled choices by teacher or student selected with teacher's approval)

**Required Vocabulary:**

- Sadlier: *Vocabulary Workshop* Level D (Weekly/Biweekly)
- *Collections* Critical Vocabulary
- Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) [www.d93schools.org](http://www.d93schools.org)

-HMHFYI.com

- Digital Notebook
- Interactive Lessons Level Up Tutorials
- [More Texts by Collection](#) (*Online Resource requires Login*)

**Web Resources:**

- *Actively Learn* <https://read.activelylearn.com>
- *Adolescent Literature* <http://www.adlit.org/>
- *Audio Books Sync* <http://audiobooksync.com/>
- *Common Lit Reading* [CommonLit | Free Reading Passages and Literacy Resources](#)
- *Core Standards Appendix A* [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- *Core Standards Appendix C* [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- *Edmodo* [www.edmodo.com](http://www.edmodo.com)
- *Free Rice* [Freerice.com](http://freerice.com)
- *Internet4Classrooms* [Internet4Classrooms](#)
- *Kahoot* [www.kahoot.com](http://www.kahoot.com)
- *Khan Academy* <https://www.khanacademy.org/humanities>
- *Lexile Ranges by Grade* [Lexile Ranges By Grade](#)
- *Media Center Database Resources* [WTHS DATABASES 2017-2018](#)
- *News ELA* [www.newsela.com](http://www.newsela.com)
- *No More Red Ink* <https://www.noredink.com/>
- *PBS Learning Media* <https://www.pbslearningmedia.org/>
- *Purdue Owl* <https://owl.english.purdue.edu/owl/>
- *Quizlet* [www.quizlet.com](http://www.quizlet.com)
- *Read Write Think* [www.readwritethink.com](http://www.readwritethink.com)
- *Root Words* <http://mseffie.com/assignments/roots/roots.html>
- *SAT Prep* [www.satprep.com](http://www.satprep.com)
- *Scholastic* <https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12>
- *Teen Ink* [teenink.com](http://teenink.com)
- *Teen Reads* <https://www.teenreads.com/>
- *Think CERCA* [ThinkCERCA | Personalized Close Reading & Argumentative Writing](#)
- *Tween Tribune* [www.tweentribune.com](http://www.tweentribune.com)
- *Utah Education Network* [https://www.uen.org/7-12interactives/lang\\_arts.shtml](https://www.uen.org/7-12interactives/lang_arts.shtml)

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	<ul style="list-style-type: none"> <li>● Vocabulary <a href="#">Vocabulary</a></li> <li>● Vocabulary Test <a href="#">Vocabulary Tests and Games on VocabTest.com - Free Vocabulary</a></li> <li>● TheWeek <a href="#">theweek.com</a></li> <li>● YouTube <a href="#">www.youtube.com</a></li> </ul> <p><a href="#">Grade-Specific Novels and Other Selections</a> (to be implemented at Teacher’s discretion)</p> <ul style="list-style-type: none"> <li>● Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	
<b>District/School Writing Tasks</b>		
<p><b>Primary Focus</b></p> <p><b><u>Task 1: Narrative Writing</u></b></p> <p>The texts in this collection 2 focus on our connections to family, friends, pets, and community. Look back at “When Mr. Pirzada Came to Dine” and the other fiction and poetry in that collection. How do these texts use narrative techniques to explore interpersonal connections?</p> <p>Write a narrative that shows how we connect with others.</p> <p><b><u>Task 2: Research Writing</u></b></p> <p>Collection 4 explores the many facets of love—joy, pain, passion, and conflict, to name just a few. Look back at the anchor text, <i>Romeo and Juliet</i>, and at the other texts in collection four. Consider</p>	<p><b>Secondary Focus</b></p> <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Collections: Language and Style section found in text following each selection</li> <li>● <b>Required:</b> Students should demonstrate use of <i>MLA Handbook</i> (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism. <ul style="list-style-type: none"> <li>-<a href="#">CitationMachine</a></li> <li>-<a href="#">Style.mla.org</a></li> <li>-<a href="#">Writing and Research in a Digital Age</a></li> </ul> </li> <li>● <a href="#">List of Writing and Research Skills</a></li> <li>● Media Center Database Resources <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● <b>Required:</b> Students should demonstrate use of <i>MLA Style and Formatting</i> (8th Edition ) Resources include: -<a href="#">Style.mla.org</a> -<a href="#">Citation Machine</a></li> <li>● Additional resources and topics found in <a href="#">Collections Teacher Resources Myhrw.com</a> (requires login)</li> </ul>	<p><b>Routine Writing</b></p> <p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> <li>● Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)</li> <li>● Write brief responses to questions (including self-generated questions) or to solve problems; to narrow or broaden inquiries when appropriate; to synthesize multiple sources on a subject, and/or demonstrate the understanding of the subject under investigation.</li> </ul>

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the attributes or characteristics of love that are represented in each text. Synthesize your ideas by writing an analytical essay.

- [Interactive Whiteboard Lessons](#)
- [Interactive Lessons](#)
- [Level Up Tutorials](#)
- [Grammar notes](#)
- [Language Workshop](#)
- [WordSharp](#)
- [Writing and Research in a Digital Age](#)

**Additional Grammar Resources**

- [Grammarly Handbook](#)
- [Lynne Truss Eats, Shoots and Leaves](#) (commas)
- [Patricia T. O'Conner: Woe is I](#)
- [Strunk and White: Elements of Style](#)

- Writing persuasive arguments that integrate evidence taken from specific points in the text.
- Write and develop arguments with strong evidence and valid reasoning that include:
  - a clear organization of precise claims and counterclaims
  - relevant and unbiased support for claims that incorporates audience considerations
  - use of transitional words, phrases, and clauses and varied sentence structures to link information and clarify relationships

**Instructional Best Practices and Exemplars**

**Instructional Best Practices:**

- Explicit Instruction
- Modeling
- Guided Practice
- Guided Inquiry
- Collaboration
- Independent Practice
- Reflection
- Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)

**Exemplars:**

- [Analytical Writing Strategies: TEPAC](#)
- [Appendix of Strategies](#)
- [Close Reading Strategies](#)
- [Compare and Contrast Strategies](#)
- *Purdue Owl*  
<https://owl.english.purdue.edu/owl/>
- *Teen Ink* [www.teenink.com](http://www.teenink.com)
- *from Tools and Texts* by Jim Burke
- *Exhibit and Analyze model student work*



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- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection
- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

[Bloom Taxonomy Action Verbs](#)

[Learning Levels for Instruction and Assessment](#)

[Special Education Modifications, Supplementary Aids and Services, Assistive Devices](#)

**Further Standards Integration:**

- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author’s Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting [Interactive Whiteboard Lessons](#)
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* [Teenink.com](http://Teenink.com).
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>○ Small group instruction</li> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li> <li>○ Modeling and guided practice</li> <li>○ Read directions aloud</li> <li>○ Repeat, rephrase and clarify directions</li> </ul> | <ul style="list-style-type: none"> <li>○ Extended time as needed</li> <li>○ Break down assignments into smaller units</li> <li>○ Provide shortened assignments</li> <li>○ Modify testing format</li> <li>○ Graphic organizers</li> <li>○ Sentence Starters</li> <li>○ Consistent structured routine</li> <li>○ Simple and clear classroom rules</li> <li>○ Frequent feedback</li> </ul> |
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○ **Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Graphic novels</li> <li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li> <li>○ Extended time as needed</li> <li>○ Read directions aloud</li> <li>○ Assist with organization</li> </ul> | <ul style="list-style-type: none"> <li>○ Use of computer</li> <li>○ Emphasize/highlight key concepts</li> <li>○ Recognize success</li> <li>○ Provide timelines for work completion</li> <li>○ Break down multi-step tasks into smaller chunks</li> <li>○ Provide copy of class notes</li> <li>○ Graphic organizer</li> <li>○ Sentence Starters</li> </ul> |
|---|---|

○ **ELL Students**

○ **Enrichment/Gifted**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

**WIDA Can Do Descriptors:**

Listening
  Speaking
  Reading
  Writing
  Oral Language  
 Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:  
 Use of bilingual dictionaries

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles

- Personal dictionary
- Word Wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence Starters
- Response frames
- Adapted text/ Leveled Readers
- Repeated reading
- Graphic Organizers

- Provide higher level texts
  - Expand use of open-ended, abstract questions
  - Require critical and creative thinking activities with emphasis on research and in-depth study
  - Provide Enrichment Activities/Project-Based Learning/ Independent Study
- Additional strategies may be located at the following links:
- [Gifted Programming Standards](#)
  - [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
  - [REVISED Bloom’s Taxonomy Action Verbs](#)

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<ul style="list-style-type: none"> <li>• Provide background knowledge experience</li> <li>• Increase vocabulary (cognates) exposure</li> <li>• Additional SIOP Strategies as described in the following books:             <ul style="list-style-type: none"> <li>◦ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> </ul> </li> <li>• <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>Social Studies:</b>  <b>6.1.12.HistoryCA.2.a:</b> Research multiple perspectives to explain the struggle to create an American identity.</p>	
<b>Integration of Computer Science and Design Thinking NJSL 8</b>	
<p>Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.</p> <p>• <b>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</b></p>	

Unit 4 Grade 9		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
RL.9-10.1 Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1 <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b> ) <b>and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining</b>	<ul style="list-style-type: none"> <li>• Analyze the text for inferred and literal meanings</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Use direct quotes, paraphrase, summarize objectively</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> </ul>

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	where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>Support inference using several examples from the text</li> <li>Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Determine a theme and central idea</li> <li>Analyze how details develop the theme/central idea</li> <li>Make inferences using explicit and implicit text evidence</li> <li>Use the text to draw conclusions about the theme/central idea</li> <li>Formulate an objective (free of personal bias) summary of the text</li> <li>Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>Provide an objective summary of the text</li> </ul>
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.	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.	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> <li>Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>Identify multiple/conflicting character motivations</li> <li>Analyze character interactions as they develop plot</li> <li>Evaluate simple and complex relationships and/or events on plot development</li> </ul> <p>RI.9-10.3:</p> <ul style="list-style-type: none"> <li>Identify a series of ideas or events that are connected</li> <li>Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>Understand the relationship between a series of ideas or events</li> <li>Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>
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).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> <li>Identify key words and determine figurative meaning</li> <li>Identify key words and determine connotative meaning</li> <li>Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>Determine formal vs. informal tone</li> <li>Identify cumulative impact of word choice on meaning and tone</li> </ul>
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,	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).	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> <li>Understand and describe how an author has chosen to structure a text and order events within it</li> <li>Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> </ul>

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<p>flashbacks) create <b>specific</b> effects as mystery, tension, or surprise.</p>		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text</li> </ul>
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text</li> <li>● Analyze how a particular point of view or cultural experience is reflected in a text</li> <li>● Analyze how culture impacts a particular point of view</li> </ul> <p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>● Determine the author's overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose</li> <li>● Identify rhetorical devices and text structures that advance the purpose of the piece</li> </ul>
<p>RL.9-10.9. Analyze <b>and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge)</b> how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>RI.9-10.9. Analyze <b>and reflect on (e.g., practical knowledge, historical/ cultural context, and background knowledge)</b> 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", <b>Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.</b>), including how they relate in terms of themes and significant concepts.</p>	<p>RL.9-10.9:</p> <ul style="list-style-type: none"> <li>● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> </ul> <p>RI.9-10.9:</p> <ul style="list-style-type: none"> <li>● Study and evaluate influential U.S. documents</li> <li>● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge</li> </ul>
<p>RL.9-10.10. <b>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</b></p>	<p>RI.9-10.10. <b>By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</b></p>	<ul style="list-style-type: none"> <li>● Closely read various forms of literature independently and fluently, including stories, dramas, and poems</li> <li>● Demonstrate comprehension of various forms of literary text</li> <li>● Make connections among ideas and between texts</li> <li>● Consider a wider range of textual evidence</li> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● Monitor comprehension</li> <li>● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text.</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>	<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>	

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<p>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.</p> <p>W.9-10.2.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 aiding comprehension.</p> <p>W.9-10.2.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>W.9-10.2.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>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Select precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> </ul>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>
<p>W.9-10.7. (Choice) 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>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> </ul>

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<p>W.9-10.8. (Choice) 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 (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Synthesize and summarize information</li> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (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").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision.</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences.</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project.</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision.</li> </ul>



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Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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.</p> <p><b>SL.9-10.1.B. Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria (e.g. student developed rubric) and assign</b> individual roles as needed.</p> <p>SL.9-10.1.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.</p> <p>SL.9-10.1.D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b>, orally), evaluating the <b>credibility and accuracy</b> of each source.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the <b>credibility and accuracy</b> of each source</li> </ul>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Use text/source to show <b>fallibility in speaker’s reasoning</b></li> </ul>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.</li> </ul>

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<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>
<p><b>Unit 4 Language Standards</b></p>	<p><b>Unit 4 Language Critical Knowledge and Skills</b></p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.9-10.1.A. Use parallel structure.  L.9-10.1.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.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism (i.e. repeated grammatical patterns, types of phrases, and types of clauses)</li> <li>● Understand the differences between a phrase and a clause</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Know sentence variety patterns</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  L.9-10.2.B. Use a colon to introduce a list or quotation.  L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>
<p>L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b>  L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>
<p>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.  L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.  L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.  L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.  L.9-10.4.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>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning (connotation, denotation, word position and function)</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>

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<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>
<p><b>Additional Standards</b></p>	<p><b>Resources</b></p>
<p>Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.</p>	<p><a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a></p>

**This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.**

**Grade 9 Unit 4: A Struggle of Life and Death**  
*Collection 5 and Collection 6*  
**Essential Questions**

- **When is survival selfish?**
- **How have people survived by adapting?**
- **Why do people take on difficult journeys?**
- [Essential Questions for the CCSS Anchor Standards](#)

<p><b>District/School Formative Assessment Plan</b></p>	<p><b>District/School Summative Assessment Plan</b></p>
<ul style="list-style-type: none"> <li>● Teacher Created Formative Assessments: Such as <a href="#">3 2 1 formative assessment</a>, <a href="#">Exit/Admit Tickets/ One Minute Responses</a>, Short Answer Response Questions, Quick Writes, Quick Quizzes, <a href="#">K.W.L.S.</a></li> <li>● Open-ended questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world.</li> </ul>	<ul style="list-style-type: none"> <li>● Printable Assessment by Collection: <a href="#">Collection Test 5</a> and/or</li> <li>● Printable Assessment by Collection: <a href="#">Collection Test 6</a></li> <li>● Document based research assignment (<i>Collection 6</i> Performance Task pg 445) <i>See Writing Primary Focus Task 1</i></li> </ul>

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<ul style="list-style-type: none"> <li>• Performance task mini essay assignments following each piece in the section (Mywritesmart, Collections Text pgs 314, 322, 336, 348, 354, 418, 430, 438 and 444)</li> </ul>	
<p><b>District/School Texts</b></p>	<p><b>District/School Supplementary Resources</b></p>
<p><i>Collections Grade 9: Collection 5 and 6, and Close Reader</i> (consumable)</p> <p><b>Required: Collection 5</b></p> <ul style="list-style-type: none"> <li>• memoir from “<i>Night</i>” Lexile 440</li> <li>• “The End and the Beginning”</li> </ul> <p><b>Required: Collection 6</b></p> <ul style="list-style-type: none"> <li>• from <i>The Odyssey</i></li> </ul> <p><b><u>Required: Career Research Project Task 1</u></b>          Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.  <a href="#">Career Ready Practices</a>          U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>          Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p> <p>World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.  <a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a>          Task 1: <a href="#">Career Research Project</a></p>	<p><b>Collections Supplements:</b></p> <ul style="list-style-type: none"> <li>• Video Links in Collections 5 &amp; 6:             <ul style="list-style-type: none"> <li>-History.com</li> <li>-A&amp;E</li> <li>-Channel One News</li> <li>-HMHFYI.com</li> </ul> </li> <li>• Digital Notebook</li> <li>• Interactive Lessons Level Up Tutorials</li> <li>• <a href="#">More Texts by Collection</a> (<i>Online Resource requires Login</i>)</li> </ul> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Actively Learn</i> <a href="https://read.activelylearn.com">https://read.activelylearn.com</a></li> <li>• <i>Adolescent Literature</i> <a href="http://www.adlit.org/">http://www.adlit.org/</a></li> <li>• <i>Audio Books Sync</i> <a href="http://audiobooksync.com/">http://audiobooksync.com/</a></li> <li>• <i>Common Lit Reading</i> <a href="#">CommonLit   Free Reading Passages and Literacy Resources</a></li> <li>• <i>Core Standards Appendix A</i> <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></li> <li>• <i>Core Standards Appendix C</i> <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li> <li>• <i>Edmodo</i> <a href="http://www.edmodo.com">www.edmodo.com</a></li> <li>• <i>Free Rice</i> <a href="http://www.freerice.com">Freerice.com</a></li> <li>• <i>Internet4Classrooms</i> <a href="http://www.internet4classrooms.com">Internet4Classrooms</a></li> <li>• <i>Kahoot</i> <a href="http://www.kahoot.com">www.kahoot.com</a></li> <li>• <i>Khan Academy</i> <a href="https://www.khanacademy.org/humanities">https://www.khanacademy.org/humanities</a></li> <li>• <i>Lexile Ranges by Grade</i> <a href="#">Lexile Ranges By Grade</a></li> <li>• <i>Media Center Database Resources</i> <a href="#">WTHS DATABASES 2017-2018</a></li> <li>• <i>News ELA</i> <a href="http://www.newsela.com">www.newsela.com</a></li> <li>• <i>No More Red Ink</i> <a href="https://www.noredink.com/">https://www.noredink.com/</a></li> <li>• <i>PBS Learning Media</i> <a href="https://www.pbslearningmedia.org/">https://www.pbslearningmedia.org/</a></li> <li>• <i>Purdue Owl</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> </ul>

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**And one or more of the following: Collection 5**

**or** “Is Survival Selfish?” Lexile 1140

**or** “Who Understands Me But Me” (*Close Reader*)

**or** Memoir form “An Ordinary Man” (*Close Reader*) Lexile 980

**Differentiated Levels of Texts:**

**Level I**

- [“Why losing a dog can be harder than losing a relative or friend”](#)
- Henry, Patrick [“Speech to the Second Virginia Convention”](#) Lexile 830

**Level II**

- [“Why do we mourn celebrity deaths?”](#)
- Zusak, Marcus [“The Book Thief”](#) Lexile 730

**Level III**

- Tellez, Hernando [“Lather and Nothing Else”](#)
- De Voltaire, F. A. M. [“Candide, Or The Optimist”](#) Lexile 1110

**Optional: Collection 5**

- “The Leap” Lexile 1260
- “Truth at All Costs” (*Close Reader*) Lexile 1080

**Optional: Collection 6**

- “The Real Reasons We Explore Space” Lexile 1170

**Independent Reading** (Controlled choices by teacher or student selected with teacher’s approval)

**Required Vocabulary:**

- Sadlier: *Vocabulary Workshop* Level D (Weekly/Biweekly)
- *Collections* Critical Vocabulary

Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.)

[www.d93schools.org](http://www.d93schools.org)

- Quizlet [www.quizlet.com](http://www.quizlet.com)
- Read Write Think [www.readwritethink.com](http://www.readwritethink.com)
- Root Words <http://mseffie.com/assignments/roots/roots.html>
- SAT Prep [www.satprep.com](http://www.satprep.com)
- Scholastic <https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12>
- Teen Ink [teenink.com](http://teenink.com)
- Teen Reads <https://www.teenreads.com/>
- Think CERCA [ThinkCERCA | Personalized Close Reading & Argumentative Writing](#)
- Tween Tribune [www.tweentribune.com](http://www.tweentribune.com)
- Utah Education Network [https://www.uen.org/7-12interactives/lang\\_arts.shtml](https://www.uen.org/7-12interactives/lang_arts.shtml)
- Vocabulary [Vocabulary](#)
- Vocabulary Test [Vocabulary Tests and Games on VocabTest.com - Free Vocabulary](#)
- TheWeek [theweek.com](http://theweek.com)
- YouTube [www.youtube.com](http://www.youtube.com)
  
- *Holocaust Resources:* [Anti-defamation League lesson Plans](#), [Betrayal of Humanity](#), [Story Corp](#), [Facing History](#) and [Nicholas Winton](#)
  
- [Grade-Specific Novels and Other Selections](#) (*to be implemented at Teacher’s discretion*)
- Diversity, Equity & Inclusion Educational Resources <https://www.nj.gov/education/standards/dei/>

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**District/School Writing Tasks**

**Primary Focus**

**Task 1: Research Task**

Review the journeys taken in three texts in this collection, including the Odyssey. What compels characters or real people to set off on a journey—physical, mental, or spiritual—and what do they learn?

Synthesize your ideas in an analytical essay.

Use evidence from the texts and from additional sources to support your conclusions.

**Secondary Focus**

- **Required:** *Collections: Language and Style* section found in text following each selection
- **Required:** Students should demonstrate use of *MLA Handbook* (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism.
  - [CitationMachine](#)
  - [Style.mla.org](#)
  - [Writing and Research in a Digital Age](#)
- Media Center Database Resources [WTHS DATABASES 2017-2018](#)
- **Required:** Students should demonstrate use of MLA Style and Formatting (8th Edition) Resources include:
  - [Style.mla.org](#)
  - [Citation Machine](#)
- [List of Writing and Research Skills](#)
- Additional resources and topics found in [Collections Teacher Resources Myhrw.com](#) (requires login)
  - [Interactive Whiteboard Lessons](#)
  - [Interactive Lessons](#)
  - [Level Up Tutorials](#)
  - [Grammar notes](#)
  - [Language Workshop](#)
  - [WordSharp](#)
  - [Writing and Research in a Digital Age](#)

**Routine Writing**

- Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)
- Write brief responses to questions (including self-generated questions) or to solve problems; to narrow or broaden inquiries when appropriate; to synthesize multiple sources on a subject, and/or demonstrate the understanding of the subject under investigation.

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	<p style="text-align: center;"><b>Additional Grammar Resources</b></p> <ul style="list-style-type: none"> <li>-<a href="#">Grammarly Handbook</a></li> <li>-<a href="#">Lynne Truss Eats, Shoots and Leaves</a> (commas)</li> <li>-<a href="#">Patricia T. O'Conner: Woe is I</a></li> <li>-<a href="#">Strunk and White: Elements of Style</a></li> </ul> <ul style="list-style-type: none"> <li>● Writing persuasive arguments that integrate evidence taken from specific points in the text.</li> <li>● Write and develop arguments with strong evidence and valid reasoning that include: <ul style="list-style-type: none"> <li>- a clear organization of precise claims and counterclaims</li> <li>- relevant and unbiased support for claims that incorporates audience considerations</li> <li>- use of transitional words, phrases, and clauses and varied sentence structures to link information and clarify relationships</li> </ul> </li> </ul>	
<b>Instructional Best Practices and Exemplars</b>		
<p><b>Instructional Best Practices:</b></p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Guided Inquiry</li> <li>● Collaboration</li> <li>● Independent Practice</li> <li>● Reflection</li> <li>● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)</li> <li>● <b>Differentiated Instruction:</b> Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the <i>Collections</i> planning section for each selection</li> </ul>	<p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Analytical Writing Strategies: TEPAC</a></li> <li>● <a href="#">Appendix of Strategies</a></li> <li>● <a href="#">Close Reading Strategies</a></li> <li>● <a href="#">Compare and Contrast Strategies</a></li> <li>● <i>Purdue Owl</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> <li>● <i>Teen Ink</i> <a href="http://www.teenink.com">www.teenink.com</a></li> <li>● <a href="#">from Tools and Texts by Jim Burke</a></li> <li>● <i>Exhibit and Analyze model student work</i></li> </ul>	

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- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

[Bloom Taxonomy Action Verbs](#)

[Learning Levels for Instruction and Assessment](#)

[Special Education Modifications, Supplementary Aids and Services, Assistive Devices](#)

**Further Standards Integration:**

- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author’s Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting [Interactive Whiteboard Lessons](#)
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* [Teenink.com](http://Teenink.com).
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

**9.2.12.CAP.1:** Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

**9.2.12.CAP.2:** Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

**9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.

**9.2.12.CAP.7:** Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.



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- 9.2.12.CAP.8:** Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9:** Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.10:** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.2.12.CAP.11:** Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
- 9.2.12.CAP.12:** Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.2.12.CAP.14:** Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.2.12.CAP.15:** Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
- The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504 Students**

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

**Modifications for At Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Graphic novels
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

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ELL Students	Enrichment/Gifted
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <span style="color: green;">■</span> Listening <span style="color: green;">■</span> Speaking <span style="color: green;">■</span> Reading <span style="color: green;">■</span> Writing <span style="color: green;">■</span> Oral Language            Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>• Use of bilingual dictionaries</li> <li>• Personal dictionary</li> <li>• Word Wall</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Modeling and guided practice</li> <li>• Sentence Starters</li> <li>• Response frames</li> <li>• Adapted text/ Leveled Readers</li> <li>• Repeated reading</li> <li>• Graphic Organizers</li> <li>• Provide background knowledge experience</li> <li>• Increase vocabulary (cognates) exposure</li> <li>• Additional SIOP Strategies as described in the following books:               <ul style="list-style-type: none"> <li>○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>• Provide Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>• <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Science:</b>  <b>ESS1.B:</b> Earth and the Solar System ♣ Kepler’s laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4)  <b>LS4.B:</b> Natural Selection ♣ Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (HS-LS4-2),(HS-LS4-3) ♣ The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (HS-LS4-3)</p> <p><b>Social Studies:</b>  <b>6.2.12.HistoryUP.4.c:</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution</p>	

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**Integration of Computer Science and Design Thinking NJSL 8**

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

- **8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.**