

The Literacy Skills Curriculum is meant to support the existing English curriculum in grade 9.

Common Core Standards Curriculum Map - Grade 9 (Literacy Skills)

QUARTER 1

Unit: 1.1 - (24 days)

Freshman Orientation: What is the culture of North Providence High School?

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p><b>Focus Standards:</b>            RI.9-10.2            W.9-10.4            SL.9-10.6            L.9-10.3</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            NPHS Student Handbook            Graduation Expectations            Grade Span Expectations            Familiarize Students with the School</p>	<p><i>How do specific details shape and refine the central idea of a text?</i>            (RI.9-10.2)</p> <p><i>How can we adapt writing for a variety of contexts and/or tasks?</i> (W.9-10.4)</p> <p><i>Why do we adapt speech for a variety of contexts and/or tasks?</i> (SL.9-10.6)</p> <p><i>How does language function in different contexts?</i> (L.9-10.3)</p>	<p><b>Prior Learning:</b>            Students have knowledge of:            * central idea of a text and how it is developed; creating an objective summary.            * using context clues to understand new vocabulary</p> <p><b>Current Learning:</b>            Students:            * determine the central idea of a text and how it is shaped by specific details and word choice            * understanding the impact of an author's word choice            * building skills that are needed to effectively participate in a range of collaborative discussions</p> <p><b>Future Learning:</b>            Students will move towards independent:            * determination of the central idea            * understand the impact of details and specific word choice            * development of structure</p>	<p><b>Instructional Activities (I):</b>            * Close reading of informational texts (NPHS Student Handbook, Graduation Expectations, CCSS)            * Close reading of informational texts</p> <p><b>Formative Assessment (FA):</b>            * Think-Pair-Share, quizzes, admit/exit slips            * Journal writing</p> <p><b>Summative Assessments (SA):</b>            * Oral Presentation</p>

		* discuss substantive issues	
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**Resources:**

**Unit 1.2 - (24 days)**

Freshman Orientation: What does it mean to be a student at North Providence High School?

<p align="center"><i>Common Core Standards and Content to Be Learned</i></p>	<p align="center"><i>Essential Questions</i></p>	<p align="center"><i>Prior Learning, Current Learning and Future Learning</i></p>	<p align="center"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p><b>Focus Standards:</b>            RI.9-10.4            W.9-10.3            SL.9-10.1            L.9-10.4</p> <p><b>Reinforcing Standards:</b>            RI.9-10.2            W.9-10.4            SL.9-10.6            L.9-10.3</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            Reflective Writing</p>	<p><i>How does an author’s word choice impact the meaning of a text? (RI.9-10.4)</i></p> <p><i>How do technique, details, and structure/sequence enhance the writing of real or imagined experiences? (W.9-10.3)</i></p> <p><i>What skills are needed to participate effectively in a range of collaborative discussions? (SL.9-10.1)</i></p> <p><i>How do we determine or clarify the meaning of unknown and multiple meaning words? (L.9-10.4)</i></p>	<p><b><u>Prior Learning:</u></b>            Students have knowledge of:            * determine the central idea of a text and how it is shaped by specific details and word choice            * understanding the impact of an author’s word choice            * building skills that are needed to effectively participate in a range of collaborative discussions</p> <p><b><u>Current Learning:</u></b>            Students:            * understand the impact of word choice on the meaning of a text            * understand how technique, details, and structure enhance writing            * participate in a range of collaborative discussions            *determine or clarify the meaning of unknown and multiple meaning words</p> <p><b><u>Future Learning:</u></b>            * determine if evidence in a text is valid, relevant, and sufficient            * prepare to write informative/explanatory texts            * present information clearly and concisely appropriate to task, purpose, and audience</p>	<p><b>Instructional Activities (I):</b>            * Close reading of informational texts (NPHS Student Handbook, Graduation Expectations,CCSS)            * Close reading of informational texts            * Reflective Writing - practice writing a narrative, reading/analyzing exemplars</p> <p><b>Formative Assessment (FA):</b>            * Think-Pair-Share, quizzes, admit/exit slips            * Journal writing</p> <p><b>Summative Assessments (SA):</b>            * 1 Page Reflective Writing Piece</p>

		* use writing conventions to add interest and variety to writing	
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**Resources:**

QUARTER   2  

Unit:   2.1   - (24 days)

Informational Texts and Writing

<p><b>Common Core Standards and Content to Be Learned</b></p>	<p><b>Essential Questions</b></p>	<p><b>Prior Learning, Current Learning and Future Learning</b></p>	<p><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p><b>Focus Standards:</b>            RI.9-10.8            W.9-10.2            SL.9-10.4            L.9-10.1.a</p> <p><b>Reinforcing Standards:</b>            RI.9-10.4            W.9-10.3            SL.9-10.1            L.9-10.4</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            What is Informational Writing?            Close Reading Strategies            Annotating            Guided Reading</p>	<p><i>How can students determine if evidence in a text is valid, relevant, and sufficient? (RI.9-10.8)</i></p> <p><i>How do students prepare to write informative/explanatory texts? (W.9-10.2)</i></p> <p><i>How does a writer effectively present information clearly, concisely, and logically appropriate to purpose, audience, and task? (SL.9-10.4)</i></p> <p><i>How can writing conventions of standard English grammar add variety and interest to writing or presentations? (L.9-10.1)</i></p>	<p><b>Prior Learning:</b>            Students have knowledge of:            * understand the impact of word choice on the meaning of a text            * understand how technique, details, and structure enhance writing            * participate in a range of collaborative discussions            * determine or clarify the meaning of unknown and multiple meaning words</p> <p><b>Current Learning:</b>            Students:            * determine if evidence in a text is valid, relevant, and sufficient            * prepare to write informative/explanatory texts            * present information clearly and concisely appropriate to task, purpose, and audience            * use writing conventions to add interest and variety to writing</p> <p><b>Future Learning:</b>            Students will move towards independent:            * citation of textual evidence            * short research projects            * determination of central idea            * credible sources</p>	<p><b>Instructional Activities (I):</b>            * Close reading of informational texts            * Close reading of nonfiction texts            * Informational writing - practice writing an informative/explanatory texts, reading/analyzing exemplars</p> <p><b>Formative Assessment (FA):</b>            * Article of the Week            * Think-Pair-Share, quizzes, admit/exit slips            * Journal writing</p> <p><b>Summative Assessments (SA):</b>            * Article of the Week            * Socratic Seminar/Formal classroom discussion            * Quarter 1, unit 1.1 paper (Argument Rubric)</p>

		*learning to use variety in writing	
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**Unit: 2.2 - (24 days)**

Research Reading and Writing

*Adapted from the Charles A. Dana Center*

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p><b>Focus Standards:</b>            RI.9-10.1            W.9-10.7            W.9-10.8            SL.9-10.2            L.9-10.1.b</p> <p><b>Reinforce Standard:</b>            RI.9-10.8            W.9-10.2            SL.9-10.4            L.9-10.1</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            Research Writing</p>	<p><i>How do students cite thorough textual evidence to support their analysis? (RI.9-10.1)</i></p> <p><i>How can research projects help to answer a question or solve a problem? (W.9-10.7).</i></p> <p><i>How do students evaluate the credibility and accuracy of sources? (SL.9-10.2) (W.9-10.8)</i></p> <p><i>How can various types of phrases and clauses add variety and interest to writing or presentations? (L.9-10.1.b)</i></p>	<p><b>Prior Learning:</b>            determine if evidence in a text is valid, relevant, and sufficient            * prepare to write informative/explanatory texts            * present information clearly and concisely appropriate to task, purpose, and audience            * use writing conventions to add interest and variety to writing</p> <p><b>Current Learning:</b>            Students:            * citation of textual evidence            * short research projects            * determination of central idea            * credible sources            * learning to use variety in writing</p> <p><b>Future Learning:</b>            Students will move toward independent:            * determine an author’s point of view            * determine how an author uses rhetoric to advance a point of view            * evaluate a speaker’s point of view to identify fallacious reasoning or distorted evidence            * understand the impact of figurative language, word relationships, and nuances on a text</p>	<p><b>Instructional Activities (I):</b>            * Short Research Projects            * Oral Presentations            * Multi-media Projects</p> <p><b>Formative Assessment</b>            * Exit Slips            * Entrance Slips            * Rough Drafts</p> <p><b>Summative Assessments (SA):</b>            * Short Research Paper</p>

**Resources:**



Common Core Standards Curriculum Map - Grade 9 (Literacy Skills)  
QUARTER 3

**Unit:** 3.1 - (24 days)



## Argumentative vs. Persuasive

<p style="text-align: center;"><b>Common Core Standards and Content to Be Learned</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Prior Learning, Current Learning and Future Learning</b></p>	<p style="text-align: center;"><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p><b>Focus Standards:</b>            RI.9-10.3            RI.9-10.6            RI.9-10.9            W.9-10.1            W.9-10.9            SL.9-10.3            L.9-10.5</p> <p><b>Reinforcing Standards:</b>            RI-9-10.1            W.9-10.7            SL.9-10.2            L.9-10.1.b</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            Argument Writing            Persuasive Writing</p>	<p><i>How do students determine an author's point of view, and how does an author use rhetoric to advance that point of view? (RI-9-10.6)</i></p> <p><i>How do seminal U.S. documents address related themes and concepts? (Ri.9-10.9)</i></p> <p><i>How does evidence from texts support analysis, reflection, and research? (W-9-10.9)</i></p> <p><i>How can students evaluate a speaker's point of view to identify fallacious reasoning or distorted evidence? (SL.9-10.3)</i></p> <p><i>How can the use of figurative language, word relationships, and nuances impact the reader's understanding of a text? (L.9-10.5)</i></p>	<p><b>Prior Learning:</b>            Students have knowledge of:            Students:            * citation of textual evidence            * short research projects            * determination of central idea            * credible sources            * learning to use variety in writing</p> <p><b>Current Learning:</b>            Students:            * determine an author's point of view            * determine how an author uses rhetoric to advance a point of view            * evaluate a speaker's point of view to identify fallacious reasoning or distorted evidence            * understand the impact of figurative language, word relationships, and nuances on a text</p> <p><b>Future Learning:</b>            Students will move towards independent:            * understand the impact of structure            * understand how different mediums impact meaning            * plan, revise, and edit to develop and strengthen writing            * use technology to aid in the production and publishing of writing</p>	<p><b>Instructional Activities (I):</b>            * Close reading of nonfiction texts            * Argument writing - practice writing an argument, reading/analyzing exemplars</p> <p><b>Formative Assessment (FA):</b>            * Exit Slips            * Entrance Slips            * Annotating a Text            * Think-Pair-Share, quizzes            * Journal writing</p> <p><b>Summative Assessments (SA):</b>            Short Essay:            * Compare/Contrast Argumentative vs. Persuasive Essay            * Argumentative Essay            * Persuasive Essay</p>

		* use general academic and domain specific words and phrases to strengthen writing	
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**Resources:**

**Unit 3.2** - (24 days)

The Revision Process

<p><b>Common Core Standards and Content to Be Learned</b></p>	<p><b>Essential Questions</b></p>	<p><b>Prior Learning, Current Learning and Future Learning</b></p>	<p><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p><b>Focus Standards:</b>            RI.9-10.5            RI.9-10.7            W.9-10.5            W.9-10.6            L.9-10.6</p> <p><b>Reinforce Standard:</b>            RI.9-10.3            RI.9-10.6            RI.9-10.9            W.9-10.9            SL.9-10.3            L.9-10.5</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            The Revision Process</p>	<p><i>How can an author develop and refine their claims with particular sentences, paragraphs, or larger portions? (RI.9-10.5)</i></p> <p><i>How will various accounts of a subject told in different mediums affect which details are emphasized in each account? (RI.9-10.7)</i></p> <p><i>How can planning, revising, editing, or rewriting develop and strengthen student writing? (W.9-10.5)</i></p> <p><i>How can the use of technology aid in the production and publishing of student writing? (W.9-10.6)</i></p> <p><i>How can general academic and domain specific words and phrases impact student writing? (L.9-10.6)</i></p>	<p><b>Prior Learning:</b>            Students have prior knowledge of:            * determine an author’s point of view            * determine how an author uses rhetoric to advance a point of view            * evaluate a speaker’s point of view to identify fallacious reasoning or distorted evidence            * understand the impact of figurative language, word relationships, and nuances on a text</p> <p><b>Current Learning:</b>            Students:            * understand the impact of structure            * understand how different mediums impact meaning            * plan, revise, and edit to develop and strengthen writing            * use technology to aid in the production and publishing of writing            * use general academic and domain specific words and phrases to strengthen writing</p> <p><b>Future Learning:</b>            Students will move toward independent:            * analyze how an author’s choices impacts a text            * recognize the relationship between literature and culture            * analyze how different mediums impact meaning</p>	<p><b>Instructional Activities (I):</b>            * Peer Editing using online tools            * Exploring for points of revision            * Revising previously written pieces</p> <p><b>Formative Assessment (FA):</b>            * Teacher Conferences            * Think-Pair-Share            * Peer Editing            * Exit Slips            * Entrance Slips            * Teacher Observation            * Student Engagement/Participation</p> <p><b>Summative Assessments (SA):</b>            * Revised Piece of Writing (Student’s Choice)</p>

		* recognize the way in which author's build on each other's work	
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**Resources:**

Unit: 4.1 - (24 days)

Author's Craft

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p><b>Focus Standards:</b>            RL.9-10.5            RL.9-10.6            RL.9-10.7            RL.9-10.9</p> <p><b>Reinforcing Standards:</b>            RI.9-10.5            RI.9-10.7            W.9-10.5            W.9-10.6            L.9-10.6</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            Author's Craft            Self Selected Reading</p>	<p><i>How does an author's choices create such effects such as mystery, tension, or surprise? (RL.9-10.5)</i></p> <p><i>How are points of view or cultural experiences reflected in a work of literature? (RL.9-10.6)</i></p> <p><i>How does the representation of a subject change dependant on its presentation in different mediums? (RL.9-10.7)</i></p> <p><i>How do author's build on each other's work? (RL.9-10.9)</i></p>	<p><b>Prior Learning:</b>            Students have knowledge of:            * understand the impact of structure            * understand how different mediums impact meaning            * plan, revise, and edit to develop and strengthen writing            * use technology to aid in the production and publishing of writing            * use general academic and domain specific words and phrases to strengthen writing</p> <p><b>Current Learning:</b>            Students:            * analyze how an author's choices impacts a text            * recognize the relationship between literature and culture            * analyze how different mediums impact meaning            * recognize the way in which author's build on each other's work</p> <p><b>Future Learning:</b>            Students will move towards independent:            * cite strong and thorough textual evidence            * identify the theme or central idea of a text</p>	<p><b>Instructional Activities (I):</b>            * Close reading of literary texts (short stories, poems, excerpts of novels/plays)            * Close reading of nonfiction texts</p> <p><b>Formative Assessment (FA):</b>            * Guided completion of the Self Selected Reading Project            * Teacher Observation            * Think-Pair-Share            * Journal writing</p> <p><b>Summative Assessments (SA):</b>            * Author's Study</p>

		<ul style="list-style-type: none"><li>* understand the development of complex characters over the course of a text</li><li>* understand the impact of specific word choice and meaning on the tone of a text</li><li>* evaluate the credibility and accuracy of multiple sources of information</li></ul>	
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**Resources:**

**Unit 4.2 - (14 days)**

Literary Analysis

<p><b>Common Core Standards and Content to Be Learned</b></p>	<p><b>Essential Questions</b></p>	<p><b>Prior Learning, Current Learning and Future Learning</b></p>	<p><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p><b>Focus Standards:</b>            RL.9-10.1            RL.9-10.2            RL.9-10.3            RL.9-10.4            RL.9-10.10            RI.9-10.2            SL.9-10.2</p> <p><b>Reinforce Standard:</b>            RL.9-10.5            RL.9-10.6            RL.9-10.7            RL.9-10.9</p> <p><b>Recurring Standards:</b>            RI.9-10.1            W.9-10.10            SL.9-10.6            L.9-10.2</p> <p><b>Content to be Learned:</b>            Literary Analysis</p>	<p><i>What is strong and thorough textual evidence in the analysis of a text? (RL.9-10.1)</i></p> <p><i>What is the theme or central idea of a text and how is it shaped by specific details? (RL.9-10.2)</i></p> <p><i>How do complex characters develop over the course of a text? (RL.9-10.3)</i></p> <p><i>What is the impact of specific word choices on the meaning and tone of a text? (RL.9-10.4)</i></p> <p><i>How can students evaluate the credibility and accuracy of multiple sources of information? (SL.9-10.2)</i></p>	<p><b>Prior Learning:</b>            Students have prior knowledge of:            * analyze how an author’s choices impacts a text            * recognize the relationship between literature and culture            * analyze how different mediums impact meaning            * recognize the way in which author’s build on each other’s work</p> <p><b>Current Learning:</b>            Students:            * cite strong and thorough textual evidence            * identify the theme or central idea of a text            * understand the development of complex characters over the course of a text            * understand the impact of specific word choice and meaning on the tone of a text            * evaluate the credibility and accuracy of multiple sources of information</p>	<p><b>Instructional Activities (I):</b>            * Close reading of literary texts (short stories, poems, excerpts of novels/plays)            * Close reading of nonfiction texts</p> <p><b>Formative Assessment (FA):</b>            * Guided completion of the Self Selected Reading Project            * Teacher Observation            * Think-Pair-Share            * Journal writing</p> <p><b>Summative Assessments (SA):</b>            * Self-Selected Reading Project</p>

**Resources:**



**Unit:** 4.3 - (10 days)

North Providence High School Graduation Portfolio

*Adapted from the Charles A. Dana Center*



<p><b>Common Core Standards and Content to Be Learned</b></p>	<p><b>Essential Questions</b></p>	<p><b>Prior Learning, Current Learning and Future Learning</b></p>	<p><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p><b>Focus Standards:</b>            RI.9-10.1            W.9-10.2            W.9-10.5            L.9-10.6            SL.9-10.6</p> <p><b>Reinforce Standard:</b>            W.9-10.4            W.9-10.9            SL.9-10.1            L.9-10.4</p> <p><b>Recurring Standards:</b>            L.9-10.1            L.9-10.2            L.9-10.3            W.9-10.10</p> <p><b>Content to be Learned:</b></p> <p><b>Informational Writing</b>  <b>Reflective Writing</b>  <b>Citing Evidence</b>  <b>Revision Strategies</b></p>	<p><i>How can you use evidence from your previous writing and assessments to support analysis and reflection? (RI.9-10.1)</i></p> <p><i>How can you develop informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content? (W.9-10.2)</i></p> <p><i>How can you develop and strengthen writing for specific purposes and audiences? (W.9-10.5)</i></p> <p><i>How can the use of figurative language, word relationships, and nuances impact the reader's understanding of a text?? (L.9-10.6)</i></p> <p><i>How can a speaker/writer adapt speech/writing to a variety of contexts and tasks? (SL.9-10.6)</i></p>	<p><b>Prior Learning:</b>            Students have prior knowledge of:            * analyze how an author's choices impacts a text            * recognize the relationship between literature and culture            * analyze how different mediums impact meaning            * recognize the way in which author's build on each other's work</p> <p><b>Current Learning:</b>            Students:            * Cite strong and thorough textual evidence to support analysis and reflection            * Develop informative/explanatory texts to examine and convey complex ideas, concepts, and information            * Develop and strengthen writing for specific purposes and audiences            *Use domain specific vocabulary to impact the reader's understanding of a text            *Purposeful use of language</p> <p><b>Future Learning:</b>            Students Independently:            *Develop use of details and structure of language            * Determine if evidence is valid, relevant, and sufficient            *Write informative/explanatory texts            *Present information clearly and concisely appropriate to task, purpose, and audience</p>	<p><b>Instructional Activities (I):</b>            * Modeling of thorough writing and reflection            * Using graphic organizers to guide students            * Independent writing and brainstorming            * Independent selection of valid portfolio pieces            * Peer editing/revision process            * Mini-lessons            * Pre-Writing Activities</p> <p><b>Formative Assessment (FA):</b>            *Guided completion of the Self Selected Reading Project            * Teacher Observation            * Think-Pair-Share            * Discussions            * Informal Writing            * Journals</p> <p><b>Summative Assessments (SA):</b>            * 14 Proficient and/or Distinguished portfolio entries with sufficient evidence provided</p>

		* use general academic and domain specific words and phrases to strengthen writing	
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**Resources:**