

Grade: LHS
Course: English 1
Year: 2018-2019 Adoption



Mission Statement

In partnership with our families and community, Lakewood City Schools will develop responsible citizens, who are critical and creative thinkers, committed to life-long learning, invested in a diverse society, and prepared for technological and global opportunities.

Thinking Skills - The student demonstrates:

1. Critical Thinking Skills include the ability to analyze, criticize, advocate ideas, reason inductively and deductively, and to reach factual and judgemental conclusions.
2. Creative Problem Solving by identifying and analyzing a problem, thinking divergently and evaluating the implementation of possible solutions.
3. Research skills by compiling, evaluating and presenting data.
4. Communication Skills

[Literacy Goals](#) for Lakewood High School Students and the Ohio Department of Education [Model Curriculum](#) utilized within this document

Anchor Standards

Reading Literature

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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).

Reading Informational

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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).

Writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Suggested Pacing	Content Standards	Learning and Performance Expectations	Assessment of Learning Options	Learning Resource Options
Quarter One				
Reading Literature	<p>RL.9-10.2 Analyze literary text development. a. Determine a theme 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. Provide an objective summary of the text that includes the theme and relevant story elements.</p> <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>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,</p>	<p>Students will determine the organization of a text and how a plot develops throughout the course of a narrative.</p> <p>Students will study how characters are developed in a text, what motivates their actions, and how they affect plot over the course of the text.</p> <p>Students will identify the specific parts of a plot, i.e. exposition, exciting force, rising action, turning point, falling action, resolution.</p>	<p>Storyboarding</p> <p>Personal selection of text in weekly independent reading sessions along with double-sided journaling Reader's Workshop: Reader's workshops can take on many forms including discussion groups, partnered work, and structured workshops. The purpose of these workshops is to foster discussions about a text between peers/partners. Readers' workshop can be modified for any specified purpose, including lower-level and higher-level thinking.</p> <p>Literature Circles: Literature circles encourage academic</p>	<p><i>Falling in Love with Close Reading</i> by Christopher Lehman & Kate Roberts Commonlit.org Graphic organizers Questions</p> <p><i>DIY Literacy. Teaching Tools for Differentiation, Rigor, and Independence</i>, by Kate Roberts and Maggie Beattie Roberts</p> <p>Plot diagram</p>

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	<p>flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>Students will understand how effective writers use organizational strategies to position readers to portray representations of people, events, ideas, and information in particular ways.</p> <p>Students will determine how an author’s perspective and global cultural experiences impact choices made about the text.</p>	<p>discussion about a text while still requiring independent work. Students are assigned roles as they read through a common text, and then present their findings. Texts selected for literature circles may be chosen to address specific reading needs/levels. Reports should be done orally, but may have a written component to address writing standards as well.</p>	<p>Word Choice Analysis Handout</p> <p>Commonlit.org TP-CASTT</p> <p>Graphic Organizer</p>
<p>Reading Information</p>	<p>RI.9-10.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of</p>	<p>In order to cite strong and thorough evidence, students must employ critical reading, which includes understanding the ways authors influence readers with what the text states explicitly and implicitly.</p> <p>Once students understand the evidence presented, they will identify</p>	<p>Think/Pair/Share: The teacher presents a question about a text. Students are given a set amount of time to come up with their own answer. When time is up, students work in pairs, comparing and contrasting their answers. Finally, one partner shares the collaborative answer with the rest of their class</p>	<p>-Discussion/Writing Prompt Questions -Plot Pyramid</p> <p>Nonfiction Analysis Template</p>

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	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.	theme through literary analysis. They will examine how the author used explicit and implicit details to develop theme. They are expected to use specific details in an objective summary in order to analyze theme.		Commonlit.org News ELA Owl Purdue: Abstract Construction
Writing	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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and	The narrative will establish one or more multiple points of view and introduce either a narrator or other complex characters while skillfully using narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences and events of the characters. The narrative will skillfully use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters while skillfully providing a conclusion to the narrative. In addition, the narrative will create a smooth progression of experiences or events by using a variety of techniques to sequence events that build on one another to create a coherent whole	Quick Write Personal narrative/short story Writer's workshops generally feature two aspects: an instructional experience and an opportunity for practice for a specific writing skill. These workshops can be structured many different ways. Some educators prefer to deliver via direct instruction to an entire class; whereas, others may prefer a station rotation setting where students participate in an inquiry-based learning experience. A model text is a piece of writing to use as a guide or example for student writers. When students have a model text to follow and analyze, they learn more about expectations regarding writing. Models offer students	-Graphic Organizers -Exemplar Texts -Models -Prewriting Outline Writing Rubric AIR

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	reflects on what is experienced, observed, or resolved over the course of the narrative.		a way to learn proper writing skills and answer potential questions without having to experience direct instruction from an educator. A model text can also be a mentor text – one that guides student writers and can be referred back to as an example for organization, style, or construction.	
Speaking and Listening	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate	Students will become effective speakers and critical listeners through collaboration with their peers. Students will establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understandings, and persuading others by evidence and reasoning.	Jigsaw Method allows student groups of 5-6 people to collaborate and share knowledge. After students designate a leader, each group is assigned a source of information to evaluate and present back to the classroom as a whole. The link included above provides ten easy steps to structure a jigsaw within a classroom and tips for educators to implement this strategy. Socratic Seminars are inquiry-based, student led discussions about specific text(s). These discussions allow students to explore ideas, issues, and values by	Talking in Class

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	<p>views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>		<p>making new connections, summarizing points of agreement and disagreement, challenging ideas, actively incorporate others into the discussion, and justifying their own point of view through the use of textual evidence. In the hyperlink above, videos and further resources modeling the use of a Socratic seminar can be found for use within an ELA classroom. The link also features sample scoring guides for students.</p>	
<p>Language</p>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.4 Determine or clarify the</p>	<p>Students will use their understanding of language to craft writing, communicate effectively, and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking, and listening.</p>	<p>Respond to Art or Pictures The teacher will show art or interesting pictures and give students instructions to respond, narrate, describe, or use stream of conscious using specific phrases, clauses or parallel structure. Once they have responded, the students can share with each other and/or class, discussing the specific reactions and the structure of those responses.</p>	<p>Khan Academy Purdue Owl! Word Choice</p>

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	<p>meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
<p>Quarter Two</p>				
<p>Reading Literature</p>	<p>RL.9-10.6 Analyze how a point of view, perspective, or cultural</p>	<p>Students examine an author’s perspective and global cultural</p>	<p>Visual Representation of Descriptive Words As</p>	<p>-Graphic Organizers Venn Diagram</p>

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	<p>experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>experiences and how these impact choices made about the text, such as what to include or not to include as well as considering the point of view and perspective from which the literary work is told.</p>	<p>students read a text, they underline words and phrases that help set the mood of the text. When finished, students as a class discuss what words were underlined and why. Based on these words, have students construct a visual representation of the setting, using the underlined words as evidence for their drawings. Close Reading Close Reading requires students to actively read and examine diction carefully. In doing so, students explore the relationship between the diction, mood, and tone of a text. Teachers can additionally use Close Reading to examine perspective versus point of view within a text. To begin, the teacher provides the student with a piece of text, usually a smaller excerpt from a large text. Students read with a focus on a specific element, such as author's word choice and the effect use of figurative language on mood and tone. Students can highlight and annotate as they encounter evidence. The</p>	<p>Plot Diagram Commonlit.org</p>
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			teacher can model the strategy for the student, including the analysis of the evidence collected. Students must be able to draw conclusions about the focus such as word choice, and explain how the evidence helped them reach the conclusions	
Reading Information	RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Students can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure.		-Rhetorical Triangle -SOAPstone
Writing	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. a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,	Students will make conscious choices about purpose for argumentative composition, which stems from an established, clear thesis. For informational argumentative writing, students establish a thesis that reflects an opinion that they will support with relevant claims and evidence that is appropriate for the audience. Students will also discuss and dispute counterclaims in order to prove the validity of the thesis. Students will show their understanding of audience, appropriate style, voice, and word choice.	Multi-paragraph essay Writers' Workshop Model Texts/Mentor Texts	ODE AIR Writing Rubric Graphic organizers, models, prewriting outline, TIQA

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	<p>headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. 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. 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. d. Use precise language and domain specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>			
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Course: English 1
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	topic.			
Speaking and Listening	<p>SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>While the focus on these standards is oral discourse, students are still required to complete individual preparation, including outlining and research, in order to coherently and academically express themselves. These standards also allow for the discussion about what constitutes credible sources and how to identify the validity of them.</p> <p>Students will use the elements of effective oral, visual, and multimedia presentations to inform, entertain, or persuade an audience. In order to enhance their presentations students will utilize a multitude of digital media elements appropriate to purpose, task, and audience.</p>	<p>Silent Discussions</p> <p>Literature Circles</p> <p>Coffee House Readings</p>	<p>Purdue Owl</p> <p>-SOAPstone -American Rhetoric</p> <p>Read-Write-Think Literature Circles</p> <p>Coffee House Classroom</p>
Language	L.9-10.6 Acquire and use accurately general academic and	Students will show that knowing vocabulary goes beyond knowing a	Word Map: introduce the vocabulary word and the map	<i>Grammar for High School: A Sentence</i>

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	<p>domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension and communication.</p>	<p>to the students. Teach them how to use the map by placing the target word(s) in the central box. Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"</p>	<p><i>Composing Approach</i> by Don and Jenny Killgallon <i>Image Grammar</i> by Harry Noden Frayer Model Template</p>
<p>Quarter Three</p>				
<p>Reading Literature</p>	<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 such effects as mystery, tension, or surprise.</p> <p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play</p>	<p>Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they understand the meaning, tone, and mood of a text. Students will understand how effective writers use organizational strategies to position readers to portray representations of people, events, ideas, and information in particular ways.</p> <p>Competent readers should be able to draw a deeper understanding of a literary work based on allusions used within the text or how an author renders a different interpretation of the original text.</p>	<p>Scaffolding Text Graphic organizers can be used to scaffold text. Students focus on a specific element from text such as theme, foreshadowing, mood/tone and identify the evidence from the text that helps support the students' understanding of the element in the column for evidence. In the next column, the students must explain how the evidence supports their understanding</p>	<p>-Graphic Organizers -Plot Pyramid -Commonlit.org</p>

Grade: LHS
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	by Shakespeare).			
Reading Information	<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>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and</p>	<p>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view, and structure.</p> <p>Students should recognize arguments and supporting evidence and evaluating whether evidence is ample and reasonable while identifying and eliminating false or illogical evidence. Critical reading of a wide variety of seminal texts, including those told from historical, literary, and scientific perspectives, mirrors, and challenges thinking and enhances the understanding of content.</p> <p>Students will use comprehension strategies including compare and</p>	<p>Political Cartoons Mood and Tone Storyboards Commercial Analysis</p> <p>Venn Diagram</p> <p>Grab Bag Argument: In small groups, the teacher provides a bag with an argument/argumentative essay deconstructed. It should include strong claims, weaker claims, and counterclaims addressing a variety of, yet balanced, rhetorical appeals. Students work in the group to piece the argument together with the strongest rhetorical appeals.</p> <p>Text Dependent Questions</p>	<p><i>Falling in Love with Close Reading</i> by Christopher Lehman & Kate Roberts</p> <p>Rhetorical Triangle</p> <p>SOAPSTone</p> <p>Connotation and Denotation</p> <p>-Rhetorical Triangle</p>

Grade: LHS
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<p>Writing</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. a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s),</p>	<p>Students will share information, opinions, and ideas by using multiple techniques and text types.</p>	<p>Reciprocal Teaching</p>	<p>Graphic organizers, models, prewriting outline</p>

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	<p>counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
Speaking and Listening	<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>	<p>It is important to note here that students should be instructed in digital citizenship and digital literacy in order to choose and use digital tools appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.</p>	Role Playing with Sources	<p>Role Playing Rubrics for Presentations Oral Presentation Rubric</p>
Language	<p>L.9-10.5 Demonstrate</p>		Cornell Notes	<p>Concept Circle</p>

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	<p>understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>			<p>Handout</p>
<p>Quarter Four</p>				
<p>Reading Literature</p>	<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>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>	<p>Once students understand the evidence presented, they will identify theme through literary analysis. They will examine how the author used explicit and implicit details to develop theme. They are expected to use specific details in an objective summary in order to analyze theme.</p> <p>By the end of grade 9 and grade 10, readers will be able to make text-to-self, text-to-text, and text-to-world connections through the reading of a variety of complex literary works through modeling and support. These connections are a strategy to enforce retention and comprehension that will enable students to become independent readers.</p>	<p>Response notebooks can help students explore their thinking about a text, and note any connections they may make with the subject of the text. The notebooks or journals can be as complex or simple as each student needs and the teacher does not have to change the activity with the exception of each</p>	<p>-Discussion/Writing Prompt Questions -Plot Pyramid</p>

Grade: LHS
Course: English 1
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			student's expected response.	
Reading Information	<p>RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure.</p> <p>Students should use analysis and evaluation of significant and transformative themes and concepts from varying perspectives. Students use comprehension strategies including compare and contrast, inference, and summary. Students will recognize arguments and supporting evidence. Evaluating whether evidence is ample and</p>	<p>Mood and Tone Storyboards Students will develop a storyboard of a popular movie by altering the tone and mood of the story (e.g., changing a children's story into a horror story) then discuss how the language, music, and visuals selected impacts the tone and mood of the story.</p> <p>Text Dependent Questions Connect the Texts to Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions: • Does that help us learn more about the topic? • What</p>	<p>-Rhetorical Triangle -SOAPstone</p> <p>Venn Diagram</p> <p>Socratic Seminar</p> <p>-Notetaking Graphic Organizer -Double-Entry Journals</p>

Grade: LHS
Course: English 1
Year: 2018-2019 Adoption



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	<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>reasonable while identifying and eliminating false or illogical evidence is also essential. Critical reading of a wide variety of seminal texts, including those told from historical, literary, and scientific perspectives, mirrors, and challenges thinking and enhances the understanding of content</p>	<p>makes that idea important? • What understanding can be drawn from that connection? • How does the connection help the contributors understand?</p>	
<p>Writing</p>	<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches</p>	<p>Students will use research to build and present knowledge and explore topics from current events or teacher recommendation and develop and evaluate questions or problems. Students may draw on multiple sources to narrow or broaden the inquiry based on the length and depth of the assignment, which can be extended. Students will use a variety of sources to solve the problem or answer their question. Using these sources and prior knowledge, the students will build a new understanding of the topic and create a solution that supports the evidence and their own beliefs.</p> <p>Students will create new understandings to activate prior knowledge and engage in the process</p>	<p>Stages of Inquiry</p>	<p>Annotated Bibliographies</p> <p>-Graphic Organizers -Models -Prewriting Outline</p>

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	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.	of independent and shared inquiry. When using research to build and present knowledge, students will explore topics from current events or teacher recommendation and develop and evaluate questions or problems. They may draw on multiple sources to narrow or broaden the inquiry based on the length and depth of the assignment. Students will use a variety of sources to solve the problem or answer their question.		Google Slides, Power Point, Prezi
Speaking and Listening	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	These standards also allow for the discussion about what constitutes credible sources and how to identify the validity of them. Students will also have the opportunity to evaluate and think critically about other speakers in order to improve their own speaking and listening abilities.	Blended Learning	Blended Learning
Listening	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's	Students will use their knowledge of language to make meaning, develop style, and appropriately edit for clarity, interest, and precision. Knowledge of language also is used to comprehend the nuances of communication. Editing of writing is necessary to ensure these guidelines are implemented correctly.	Annotated Bibliography	Style Handbooks, Guidelines https://owl.english.purdue.edu/owl/resource/747/01/

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	<p>Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>			
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