

ADOPTED FEBRUARY 2018



# Ohio

Ohio's Model Curriculum  
with Instructional Supports

GRADES 9-10

## English Language Arts

**Ohio** | Department  
of Education

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# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grades 9-10

#### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

<b>Strand</b>	<b>Reading Literature</b>
<b>Topic</b>	<b>Key Ideas and Details</b>
<b>Standards</b>	<p><b>RL.1</b> Quote accurately from a text when explaining text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in the text reacts to challenges or how the speaker reacts to challenges.</li> <li>b. Summarize the text, incorporating a theme d</li> </ul> <p><b>RL.3</b> Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

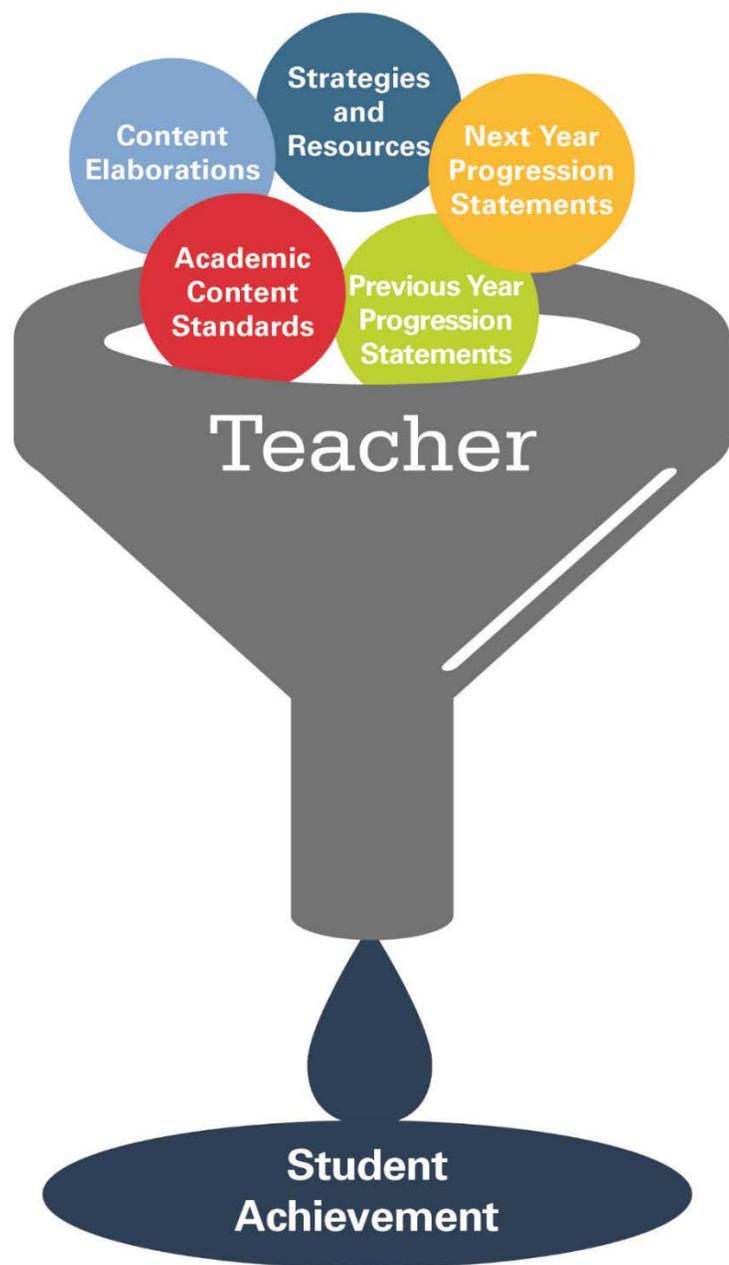
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

### INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

### INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to *Ohio's Learning Standards for English Language Arts*. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the *Previous Grade Level Progression Statements* which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the *Content Elaborations*, as well as reviewing the *Instructional Strategies and Resources*, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the *Next Grade Level Progression Statements* help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: *Student Achievement*.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li>⊗ lesson plans</li> <li>⊗ an exhaustive list of classroom activities per standard</li> <li>⊗ instructional units</li> <li>⊗ a resource meant to replace your district's decisions and direction</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

## ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms*, which can be found in its entirety.



Standards	
	<b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	<b>RL.9-10.2</b> Analyze literary text development. a. Determine a theme of a text and analyze in detail its development as it emerges and is shaped and refined by specific details; evaluate how the text uses that theme to illuminate a character or issue.
	<b>RL.9-10.1</b> Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis of a text and that can be evaluated by others Explicit: Directly stated

## BECOMING COLLEGE AND CAREER READY

College and Career Readiness (CCR) means students are prepared to enter college and the workforce after high school. The K-12 grade-specific standards define end-of-year expectations and build to ensure students have the necessary knowledge and skills to succeed; however, they will need more than content knowledge in order to navigate their new environment. Tony Wagner (2008) of Harvard University suggests students need seven survival skills to thrive in what he calls the *global knowledge economy*. Many of these skills, although not related to particular content areas, are inherent in *Ohio's Learning Standards for English Language Arts*.

The introduction information for our learning standards offers a portrait of students who consistently exhibit these secondary skills, which are considered to embody college and career readiness. First, students demonstrate independence in constructing effective arguments, conveying multifaceted information, and discern a speaker's message, while asking for clarification, as needed. This skill is closely related to Wagner's *Critical Thinking and Problem Solving*, in which students ask the right questions in order to find systematic solutions to problems. Speaking and Listening standards one and three ask the student to ask clarifying questions and evaluate a speaker's perspective. In addition, Writing standard seven requires students to research to answer questions. These are supported by Reading Information Text standard eight, which asks students to evaluate arguments, thinking critically about the validity of the speaker or author's reasoning.

In addition to independence, college and career ready students should be able to understand various perspectives and cultures, responding effectively to different audiences and tasks. These skills relate to Wagner's *Collaboration across Networks* and *Effective Oral and Written Communication*. In the standards, students are given various writing and speaking tasks aimed at diverse audiences (SL.6 & W.5) and are expected to communicate ideas clearly and accurately. The Writing and Language standards offer goals for students in relation to effective written communication that is concise and appropriate, while Speaking and Listening standards guide students to collaborative thinking.

These skills, along with *Accessing and Analyzing Information* and *Curiosity and Imagination*, allow students to write, speak, and create 21<sup>st</sup> century presentations that are authentic and engaging. While students are gaining content knowledge in English Language Arts, educators can foster these secondary skills in order to prepare students to interact and succeed in post-secondary education and the workforce.

# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grades 9-10

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2</b> Analyze literary text development.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide an objective summary of the text that includes theme and relevant story elements.</li> </ol> <p><b>RL.9-10.3</b> 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>

#### Previous Grade Band Progression Statement

In the previous grade level, students were expected to cite the strongest textual evidence and draw inferences. They analyzed theme and its relationship to character, setting, and plot.

#### Content Elaborations

When analyzing key ideas and details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas.

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.

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

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<p>theme. See the <a href="#">Determining a Theme Guidance</a> and the <a href="#">Types of Summaries Standard Guidance</a> documents for more information on these skills.</p> <p>Students must also analyze how authors use the interactions, thoughts, and feelings of characters to explore and develop ideas in the theme. Readers should further examine the purpose of the author's piece and understand the motivations of the characters and how characters also shape plot and, ultimately, theme.</p> <p><b><u>Next Grade Band Progression Statement</u></b>  <b>In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes, and analyze the impact of the author's choice as it relates to plot and character.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<b><u>Instructional Strategies</u></b>	
<b>Six Squares</b>	
<p>After reading a short story or chapter, students will use six squares to provide textual evidence that supports their inferred understanding of the text paired with a graphic representation. After folding a piece of paper into six squares (fold length in half, then do a "wallet fold") students put one of the following in each square:</p> <ul style="list-style-type: none"> <li>• A symbol from the text that supports the theme - textual evidence and graphic representation (Example - O Henry's <i>Gift of the Magi</i> - comb/watch fob as symbols of the greatest gift, student draws the symbols and then writes text from the story that supports these items as important to the theme)</li> <li>• A character from the text - textual evidence that provides information about the character, inferred or explicit, and graphic representation (Example - O Henry's <i>Gift of the Magi</i> Quote from or about Della and a picture of her or another symbol of her that represents her)</li> <li>• An unknown word - exact text and graphic representation</li> <li>• A plot element that is identified as key in the outcome or theme of the work - textual evidence and graphic representation (Example - O Henry's <i>Gift of the Magi</i>- Della sells her hair - textual evidence and picture of a bald woman)</li> </ul> <p>Any other elements being studied or considered to analyze text that can be supported by providing textual evidence.</p>	

## Instructional Supports for the Model Curriculum

### 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. **Pairings should be pre-planned to get the maximum benefit for students. For example, pairing students who are on different developmental levels. This helps pull one partner up and reinforces the learning of the other.**

### Create a Meme

Memes are humorous pictures coupled with a brief statement. Students create a meme that best describes either the conflicting motivations of a complex character or a moment within a written work which forces them to focus in on the theme of a text.

### Court Case Simulation

Putting a character on trial is a great way to spark discussion that involves literary evidence. This concept can be even broader by putting a specific theme in the text on trial. Teachers can always adjust their purpose to fit any type of inquiry-based question. Either assign or have students pick a side of an argument dealing with a literary text and then allow time for them to research and present their ideas in a debate format. Traditional court formats can be located [within this link](#) and adjusted to fit varying times for classes.

### Cornell Notes

Teachers can adapt [Cornell Notes](#) for various focus areas in literary works, such as characterization, theme, and summary. Basically, Cornell Notes are divided into three sections, where in the largest section students collect details from the reading. Along the left hand margin, students create topics to organize their details. Along the bottom, students write a brief summary of the selection. They can be modified for diverse learners but should encourage readers to critically analyze specific elements of the text. This resource provides multiple Cornell Note templates and grading rubrics.

**Cornell notes work for all levels of learners. Enrichment activities may involve students creating them for a historical aspect of the literature the class is going to be using and then presenting it to the class at the beginning of a unit. For students with possible learning disabilities, consider creating the Cornell notes and then leaving only the keywords or concepts out in the form of Guided Notes. This allows the student to follow along and not fall behind while trying to capture the notes instead of missing the primary concepts.**

### 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. This increases comprehension and confidence in the reader. Readers' workshop can be modified for any specified purpose, including lower-level and higher-level thinking. [A virtual workshop can be created to guide pacing, encourage self-management, and to publish items for interactive review.](#)

## Instructional Supports for the Model Curriculum

### Pin the Quote on the Character

Ideal for teaching characterization. Display picture(s) of characters and have the students find examples of direct and indirect characterization in the literature. Students use sticky notes and place it on the appropriate picture. Students can complete character analyses.

### Inferences

A graphic organizer can be utilized to help students organize and identify how they formed their inferences. Such as the one that follows:

Inference Prompt/ Question	Answer	Quote/evidence from the text

### Instructional Resources/Tools

#### Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. Note that the sentences the students create in step 3 will be more complex for this grade band. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

[Forget, Mark A., \*MAX Teaching with Reading and Writing: Classroom Activities to Help Students Learn New Subject Matter While Acquiring Literacy Skills\*. British Columbia: Trafford Publishing, 2004.](#) Forget's "Hunt for the Main Idea" detailed on page 79 can be used to fit multiple purposes such as identifying supporting evidence of a central idea.

#### Crowdsourcing Interpretation

To integrate technology when identifying themes and specific details of a text, teachers can use [Prism](#) as a tool to invite users to weigh in on the interpretation of texts.

Lehman, Christopher and Kate Roberts. *Falling in Love with Close Reading: Lessons for Analyzing Texts and Life*. Heinemann Publishing, 2014. Lehman and Robert's book approaches close reading with a step-by-step approach that promises to be "rigorous, meaningful, and joyous. It provides chapters on close reading, a study of text evidence, and word choice along with other "lenses" with which to practice close reading and analysis of text.

## Instructional Supports for the Model Curriculum

### Theme Litmus Test

This [pdf](#) from readwritethink.org explains five steps students can use to identify the theme in a selection. The five steps involve summarizing the plot, identifying the subject, identifying a universal truth, stating the universal truth, and writing a declarative statement that states what was learned.

Beers, Kylene and Robert E. Probst. *Disrupting Thinking: Why How We Read Matters*. New York: Scholastic Teaching Resources, 2017. This book addresses issues of student motivation and its connection to success in learning. The authors provide strategies for engaging students and creating a motivation to read and learn.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RL.9-10.4</b> 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> 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><b>RL.9-10.6</b> 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>

#### **Previous Grade Band Progression Statement**

**In the previous grade level, students were expected to examine the connotative and figurative meanings of words, compare and contrast multiple text structures, and analyze point of view.**

#### **Content Elaborations**

Analyzing the craft and structure of literature requires the reader to examine the author's motivation closely. 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, structure, point of view, and perspective. Effective authors make purposeful language choices (emotive, evocative, formal, and impersonal).

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.

An author's perspective and global cultural experiences 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. Understanding of text occurs through meaningful and intentional opportunities to read, study, and discuss literature with a focus on the total effect of author's craft.

#### **Next Grade Band Progression Statement**

**In the next grade band, students are expected to continue to analyze the connotative and figurative meanings of words as they are used in the text, examine how the author's choice shapes the overall structure of the text, and continue to evaluate multiple points of view.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Shades of Meaning**

Students use a graphic organizer or a paint swatch that contains 5-6 varieties of a shade of a specific color to write varying connotations of words and discuss how those terms impact mood or tone in a text. For example, if a student is assigned the word “upset”, from lightest shade to darkest shade, a student might write annoyed, bothered, upset, distraught, irate, and hysterical. Such exercises allow students to ponder the connotations behind specific words and inspire more mature word choice within their papers while considering the word’s impact on the text.

#### **Visual Representation of Descriptive Words**

As 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 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.

#### **Explicit Instruction of Context**

When teaching diverse learners, modeling the use of context clues to determine the meaning of unknown words is essential. This can be done using texts within class. Have students identify unknown words and model how to use the clues around the unfamiliar word to understand the meaning. For each word, the student lists the denotative and connotative meaning, predicting how an author might use the connotative meaning in a story to change the mood for the reader. After reading the story, they can compare their predications to the actual effect of the connotation on the mood.

Struggling learners may benefit from small group or partnered work in which they are provided with a list of complex words that have connotation or figures of speech, or have the students create their own list before beginning the exercise.

## Instructional Supports for the Model Curriculum

### **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.

### **Instructional Resources/Tools**

#### **Resource Guide to Teach Author's Perspective**

This [PDF](#) includes information for teaching and analyzing author's perspective. It uses the strategy PIES (Persuade, inform, entertain, share) in the content.

#### **Framer Model**

This [graphic organizer](#) can be used for vocabulary building, but it can also be modified for other literary elements, such as characterization. It asks students to identify vocabulary words and concepts, and then generate examples for those words and concepts as well as non-examples.

#### **Connotation and Denotation**

This [pdf](#) from California State University Northridge offers examples of connotative and denotative words as well as discussion topics and activities to help students understand how words can influence meaning in a piece of text.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RL.9-10.7</b> 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 “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p><b>RL.9-10.8</b> (Not applicable to literature)</p> <p><b>RL.9-10.9</b> 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 by Shakespeare).</p>
<p><b><u>Previous Grade Band Progression Statement</u></b>  <b>In the previous grade level, students were expected to compare multiple versions of texts as well as examine various themes, events, and characters in literature.</b></p> <p><b><u>Content Elaborations</u></b>  The integration of knowledge and ideas is important when examining key scenes or specific works. Competent readers can synthesize information from a variety of sources including, but not limited to, print, audio, and visual. Comparing and contrasting text in a variety of forms or genres displays a full understanding of the literary work’s theme, ideas, point of view, and perspective.</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><b><u>Next Grade Band Progression Statement</u></b>  <b>In the next grade band, students are expected to analyze and evaluate multiple interpretations of a story, drama, or poem, and demonstrate knowledge of the foundational works of American literature and its varying themes.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Venn Diagram

Students can complete a [Venn Diagram](#) to compare and contrast the features of paired texts and artwork. This online version of the graphic organizer allows students to add comments, files, or pictures and then share the completed diagram or print it. Use it as a culminating activity to integrate writing and ideas from previous lessons and compare and contrast the two different mediums.

#### Asking the 4W's

Todd Finley developed this strategy to aid students in making observations, inferences, and connections to better understand the significance of a visual work. A sample chart detailing the four W's is located below:

Prompts	Answers
<b>What do I see?</b> [What do you observe? What else?]	
<b>What does it remind me of?</b> [Another image? A personal experience?]	
<b>What's the artist's purpose?</b> [To Analyze? Persuade? Express? Document? Entertain?]	
<b>So What?</b> [Why does it matter? What is the significance?]	

#### Think-Aloud

This strategy can be completed in a variety of ways that include in pairs, modeled by a teacher to the class, modeled by a student to their peers, and completed collaboratively. First, students read a text or examine a visual representation. Then, students share their thoughts about the medium out loud. The goal of this strategy is to have students share their thinking process and build a better understanding of the material in doing so.

## Instructional Supports for the Model Curriculum

### Literal Observation Phase

Have students collaborate on a shared Google Doc to write down observations of a specific artwork together. Based on all of these observations, the teacher has a discussion to scaffold the meaning from the whole group observations. Teachers use these literal observations to help scaffold deeper and more analytical understanding of the artwork or other medium. For example, if the students feel the work has dark colors, use this as a bridge to discussion of how that influences their feelings about the work, or the artist's purpose.

### Elements vs. Principles Jigsaw

Arts Edge provides elements and principles of focus for students who are visually analyzing an artistic medium. Elements consist of the line, value, shape, form, space, color, and texture. Principles include balance, contrast, movement, emphasis, pattern, proportion, and unity. Working in groups, students analyze various aspects of [these areas of focus](#), sharing their knowledge of each part with the class to collaboratively analyze the visual medium as a whole.

### OPTIC Visual Analysis Strategy

This acronym which stands for Overviews, Parts, Title, Interrelationships, and Conclusion, provides areas of focus for students to visually analyze an artistic work. It aids comparisons between multiple mediums and enriches one's understanding of art. This strategy can be used individually and collaboratively. Further resources for this strategy can be found [at this link](#).

### Cubing Strategy

[This strategy](#) can be used in pairs or small groups to promote higher order thinking skills, encourage discussion, and reflect upon a literary work or works. Each side of the cube involves a different activity that promotes analysis of a text.

### Cracking the Code

Students are given select quotes from a challenging text. They decode the language and rewrite the line in their own words. When they come across the line in the text, it gives them an anchor into the text. By strategically selecting lines, students can be exposed to allusions, figures of speech, etc. Students further explore with the concept by looking at paired texts that allude to the original line.

### Instructional Resources/Tools

#### Literary Reference Center

INFOhio provides access to EBSCO's [Literary Reference Center](#) which contains information on authors and their works from all time periods and all types of literature.

#### Exactly What are You Alluding To?

[This site](#) shows examples of using allusions in the classroom, provides a lesson plan template, and gives different ideas for student engagement when learning about allusions.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Complexity</i></b>
<b>Standard</b>	<p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the 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>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>

#### **Previous Grade Band Progression Statement**

**In the previous grade level, students were expected to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

#### **Content Elaborations**

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.

In order to meet the rigorous demands of college or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

#### **Next Grade Band Progression Statement**

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Complexity</i></b>
<p>By the end of grade 11, students are expected to read and comprehend literature, including stories, dramas, and poems in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, students are expected to read and comprehend literature, including stories, dramas, and poems at the high level of the grades 11-12 text complexity band independently and proficiently.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Making Text Connections**

Students could make connections with the text by discussing their thoughts on the literature as well as other aspects of the piece. Example: Consider other classes where the text could be used to connect with other subjects (i.e., “New Directions” by Maya Angelou. Parts of this story could be used in explain the limited opportunities that African American women had in the early 1900’s. *The Jungle* by Upton Sinclair- Students could use examples in economics, history, or biology in regards to nutrition.).

#### **Response Notebooks**

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 student’s expected response.) [This article](#) helps teachers utilize this strategy in the classroom, including how to model making strong connections for students and questions to help facilitate students’ critical thinking.

#### **Literacy Memoir/Portfolio**

Students develop an individual Literacy Memoir/Portfolio with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience (e.g., graphic novels, fantasy books, historical fiction, etc.). Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts, blogs, etc.).

Create a digital portfolio that can be revised over time. Items can be scanned onto the program, organized on the program, and then text and other graphics may be added. Digital portfolios can be shared for review. Reviews and summaries can be produced online after sharing the digital portfolios.

## Instructional Supports for the Model Curriculum

### Semantic Mapping

Semantic maps are a type of graphic organizer that allows students to make connections between words and concepts. These organizers look at the relationships between the new vocabulary and synonyms, antonyms, and parts of speech. For more information on these types of organizers, which look similar to concept maps, follow [this link](#).

### Choice Board

The teacher creates a choice board (for example, a bingo board or menu) containing various texts in the appropriate complexity band. Students can choose the texts they want to read for independent reading assignments. The teacher can differentiate the choice board by complexity level of the texts to accommodate for students who are struggling readers, reluctant readers, advanced readers, or ELL learners. In addition, this can also include activities that a teacher pairs with a text versus just a text itself.

### Instructional Resources/Tools

#### Qualitative Text Complexity Rubric

[This rubric](#) can be used to determine stretch in reading materials for students.

#### Common Lit

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

**Forget, Mark A., *MAX Teaching with Reading and Writing: Classroom Activities to Help Students Learn New Subject Matter While Acquiring Literacy Skills*. Trafford Publishing, 2004.** Forget's reading and writing strategies are evidence-based, yielding student success. Any combination of these strategies or individual use of specific strategies noted within this publication greatly aid students reading individually and collaboratively.

**Miller, Donalyn., *Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits*. Jossey-Bass, 2014.** A guidebook for creating a reader-friendly classroom and providing the base for creating life-long readers.

#### Choosing Complex Text

[This EngageNY site](#) helps guide text selection in the classroom. Included are criteria for literary texts for all levels and additional resources for locating potential texts.

#### ***Teaching Reading with YA Literature: Complex Texts, Complex Lives* by Jennifer Buehler**

This book guides teaching complex literary concepts through young adult literature while maintaining appropriate rigor.

**READING INFORMATIONAL TEXT STRAND**

<b>Strand</b>	<b>Reading: Informational</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.2</b> Analyze informational text development.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</li> </ol> <p><b>RI.9-10.3</b> 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>

**Previous Grade Band Progression Statement**

**In the previous grade level, students were expected to cite textual evidence and draw inferences, examine the progression of the central ideas and analyze how individuals, ideas, or events impact the text.**

**Content Elaborations**

When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Strong evidence means to use the best choice in a text to support a claim. Thorough evidence means there may need to be more than one or two pieces of textual evidence to fully support what the text says explicitly as well as inferences drawn from the text.

After identifying the central idea of the text, determining the structure is important before students can write an objective summary to include a condensed version of the text that includes the theme(s), major points and how they are distinct from personal opinion or judgments. The summary will include key connections and specific details from the text. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

Authors of informational and argumentative texts present information, advance opinions, justify positions, and make judgements in order to inform and/or persuade readers. Analysis of these texts requires understanding of the central ideas or argument as well as the interactions between and among ideas/arguments.

<b>Strand</b>	<b>Reading: Informational</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<p><b><u>Next Grade Band Progression Statement</u></b>  <b>In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes and investigate how specific individuals, ideas, or events develop throughout the text.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Partner Reading**

Pairs of students chunk their reading. Students take on the role of ‘teller’ and ‘listener’. Students read each chunk silently and then close their texts. The ‘teller’ summarizes the reading and then the ‘listener’ fills in the gaps. When students cannot remember anything else, they check the text to see what they may have missed. Students switch roles for the next chunk.

The instructor breaks the reading into sections and posts them electronically in smaller portions. Students pair up and use their devices (especially if a one to one program exists) to where one student reads a section as an audio recording. The partner is in the library, hallway, or some area where they listen to the uploaded audio track for the first section. The partner then types a message back to the sender to fill in any gaps. They switch roles halfway through or on another day.

#### **Pinwheel Discussion**

Illicit provocative questions and conversation about a text, and maximize student participation by facilitating a [pinwheel discussion](#). Organize students into five groups (one group will be a provocateur group) based on viewpoints surfaced within a non-fiction text. Students discuss their assigned viewpoint within their small groups and determine textual evidence in support of the particular perspective. At the end of ten minutes, each group will create one question that is essential to understanding the viewpoint. One representative from each group then moves to the center of the discussion square to await discussion questions from the provocateur group.

The provocateur group will pose the questions submitted and ask enlightening follow up questions to keep the discussion going. Once the first question has been sufficiently discussed, students will switch places with another group member and “pinwheel” out of the center discussion square. This will continue until all questions have been discussed.

## Instructional Supports for the Model Curriculum

### Socratic Seminar

[Socratic Seminars](#) are inquiry-based, student led discussions about specific text(s). These discussions allow students to explore ideas, issues, and values by 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. Many students prepare for these discussions in advance.

The hyperlink above provides videos and further resources modeling the use of a Socratic seminar within an ELA classroom. The link also features sample scoring guides for students.

### Dialectical Journal

Create a two-column journal with a student-(or teacher) selected passage in one column and student response in the other column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning, etc.).

### Academic Tweets

Students summarize a text in a limited number of characters. For example, perhaps to summarize Martin Luther King Jr.'s "I Have a Dream" speech, a student would tweet "MLK dares to dream about a world united in love vs. segregated by skin color. #kingofrhetoric #ethospathoslogos #rainofpersuasion".

### Guided Reading

[This strategy](#) involves pairing a series of questions chronologically within a text to aid student understanding. Teachers arrange students in flexible groups by ability, need, or reading approach. Work with groups to model strategies to help students through rigorous texts and teach strategies such as skimming, scanning, or chunking. Identify skills that the groups can strengthen, such as making predictions, marking the text, or summarizing and provide direct instruction on these. Facilitate discussions of the text and encourage students to pause for reflection or to ask questions.

### Summarizing

Students give a brief statement of the main point or essential information shared within a text. Using a [graphic](#) organizer will help the students identify key ideas and focus on the central idea using evidence.

Students can create a video or podcast for this. This could be posted on a class blog, website, or course within an LMS system. Students could reply in a discussion post. This could be shared with classes at other schools as well for a broader audience.

## Instructional Supports for the Model Curriculum

### “Somebody Wanted But So”

After reading a text, students analyze the development of ideas by completing a “Somebody Wanted But So” sentence stating what somebody (the author, a person or group cited in the text, etc.) wanted (that person’s or group’s goal) but (the obstacles he, she, or they faced) so (how those obstacles were surmounted or how they defeated the person’s or group’s goal.) When students have written their SWBS statement, ask them to write them on the whiteboard or a shared document online where they can see and discuss their classmates’ understanding of the text.

### Target Note Taker

Use a graphic organizer to closely read the text looking for a specific element - how word choice, point of view, or structure contributes to the main idea, for example - to analyze. In the center write the element, in the middle ring, collect evidence that supports the element, and in the outer ring, explain how the textual evidence supports the element. In the bottom box, use the information from the target to write a short summary of understanding.

### Instructional Resources/Tools

#### Summary Notes

[Page 23 of this PDF](#) from Jim Burke’s presentation, “Teaching the Academic Essentials,” is a great resource to help students read closely, collect evidence, and provide a summary of their understanding of the text.

[Forget, Mark A., \*MAX Teaching with Reading and Writing: Classroom Activities to Help Students Learn New Subject Matter While Acquiring Literacy Skills\*. Trafford Publishing, 2004.](#)

Forget’s “Hunt for the Main Idea” detailed on page 79 can be used to fit multiple purposes such as: identifying supporting evidence of a theme; claims, textual evidence, and reasons; direct and indirect characterization; and figurative and connotative language. To integrate technology when identifying themes and specific details of a text teachers can use [Scholar's Lab by Prism](#).

**Lehman, Christopher and Kate Roberts. *Falling in Love with Close Reading: Lessons for Analyzing Texts and Life*. Heinemann Publishing, 2014.**

Lehman and Robert’s book approaches close reading with a step-by-step approach that promises to be “rigorous, meaningful, and joyous. It provides chapters on close reading, a study of text evidence, and word choice along with other “lenses” with which to practice close reading and analysis of text.

<b>Strand</b>	<b>Reading: Informational</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>  	<p><b>RI.9-10.4</b> 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, tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.9-10.5</b> 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><b>RI.9-10.6</b> Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.</p>
<p><b><u>Previous Grade Band Progression Statement</u></b>  <b>In the previous grade level, students were expected to examine connotative, figurative, and technical meanings of words and phrases, analyze text structure, determine an author's point of view or purpose in a text, and analyze how an author responds to conflicting viewpoints.</b></p> <p><b><u>Content Elaborations</u></b>  Examining the author's technique is the essential focus when analyzing the <b>Craft and Structure</b> of informational text. Effective authors select specific language (emotive, evocative, formal, impersonal) and use specific organizational strategies (chronological, compare/contrast, inverted paragraph, spatial, etc.) and rhetorical content (ethos/ethical appeal, pathos/emotional appeal, logos/logical appeal) to convey meaning. Understanding the meanings (denotative as well as connotative) of words and phrases found within the text is a tool by which readers can discover the meaning, tone, mood, and purpose of a text.</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><b><u>Next Grade Band Progression Statement</u></b>  <b>In the next grade band, students are expected to continue to examine the various meanings of words and how an author refines their use within the text, evaluate the effectiveness of text structure in an argument, and analyze how style and content shapes the author's purpose.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Political Cartoons**

Analyze a political cartoon's use of irony, analogy, symbolism, exaggeration, etc., and discuss ways authors use rhetoric to get their point across.

#### **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.

#### **Mood/Tone Word Walls**

Students create word lists showing multiple synonyms that can be used to express mood and tone. Students record expressive readings of words from the word wall. Students could embed these in a program where a viewer/listener could click on the words and hear the recording that expresses the tone or mood.

#### **Letter to Parents**

Students will identify how mood and tone will differ in a letter to a parent rather than "A Letter from Birmingham Jail."

#### **Commercial Analysis**

Using commercial clips in class can work as a great medium for discussion regarding various rhetorical devices and appeals. For example, teachers show commercials for different political candidates. Then, students analyze rhetorical appeals and various devices to further the speaker's purpose.

#### **Picture Books as Mentor Texts**

Teachers use picture books to help students apply terms such as pathos, ethos, and logos. Once students can apply those terms successfully to picture books, they can move on toward understanding those terms as they apply to more complex text.

Students could video the picture books and record voiceovers of the terms related to the page. Another option is to have students upload their own artwork that could be a picture book. Then, they could design digital or found art over the photos to incorporate concepts related to the terms being applied.

#### **Metacognitive Markers**

Respond to the text with cueing marks: ? question, ! reaction to text, \* comment about text, underline key ideas, circle supporting details, etc.

## Instructional Supports for the Model Curriculum

### Document Review

Students read and critique informational workplace documents, such as manuals, proposals, brochures, user's guides, and templates to determine the effectiveness of clarity, coherence, and word choice.

### Chunking

Break the text into smaller units (e.g., words, sentences, paragraphs, etc.) by number, separating phrases, drawing boxes, or assigning sections to groups then highlight portions of the text that support claims made by the author.

### SMELL

Students can use this acronym to evaluate and analyze various components of an informational text. For example, students will identify the sender-receiver relationship, the message, the emotional strategies, the logical strategies, and the language of the text.

### Fruyer Model

This [graphic organizer](#) can be used for vocabulary building, but it can also be modified for other literary elements, such as characterization. It asks students to identify vocabulary words and concepts, and then generate examples for those words and concepts as well as non-examples.

### The Case Method

The class is divided into a prosecution, defense, and jury. Using research skills and source documents, students will build a case based on an accusation or claim that the teacher creates. Students build their cases based on appeals to logos, ethos, and pathos. Ultimately, the students will present their cases and all students will note the rhetorical appeals and finally render a verdict. The teacher will lead the students in discussing the argument - was it balanced? Any bias?

## Instructional Resources/Tools

### Connotation and Denotation

This [pdf](#) from California State University Northridge offers examples of connotative and denotative words as well as discussion topics and activities to help students understand how words can influence meaning in a piece of text.

### Greek and Latin Roots

[LearnThat](#) is a free tool that has an extensive, searchable list of Greek and Latin Roots. Students can find the root meaning of many words using this resource.

### Instructional Supports for the Model Curriculum

**Overturf, Brenda, Leslie Montgomery, and Margot Holmes Smith. *Vocabularians: Integrated Word Study in the Middle Grades*. Stenhouse Publishers, 2015.**

In this [text](#), Overturf et. al, recommend using three key strategies for teaching vocabulary within the text. First, focus on the evidence. Teach students how to locate the context/evidence around the unknown term and discuss its connection with the unfamiliar term. Second, employ cloze reading. Teachers will remove the words from a sentence or paragraph and have students infer meaning from the context in order to supply the appropriate missing words to create meaningful text. Finally, analyze the word parts. Students study Greek/Latin root words, prefixes, and suffixes to aid in comprehending vocabulary in context.

<b>Strand</b>	<b>Reading: Informational</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RI.9-10.7</b> 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><b>RI.9-10.8</b> 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><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's <i>Four Freedoms</i> speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>

#### **Previous Grade Band Progression Statement**

**In the previous grade level, students were expected to assess the advantages and disadvantages of using different mediums to present a topic, trace and assess the relevance of arguments while noting unrelated evidence, and analyze conflicting information in similar texts and identify whether the texts disagree in fact or opinion.**

#### **Content Elaborations**

Integrating Knowledge and Ideas from informational text requires analysis and evaluation of significant and transformative themes and concepts from varying perspectives. It involves using comprehension strategies including compare and contrast, inference, and summary. Key to this comprehension is recognizing arguments and supporting evidence. Evaluating whether evidence is ample and 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.

#### **Next Grade Band Progression Statement**

**In the next grade band, students are expected to integrate and evaluate multiple versions of a text, examine the reasoning in seminal U.S. text, and analyze the themes, purposes and rhetorical significance of 17th-, 18th- and 19th-century foundational U.S. documents.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **APPARTS**

Engage in close reading of a seminal document from US history with students as a whole group. Then, ask students to work in pairs to respond to [APPARTS](#): Author, Place and time, Prior knowledge, Audience, Reason, The main idea, and Significance. Students should identify or answer each using evidence from the document. Once they have done this, ask the students to identify the argument and specific claims made in the document. Students will collect information used as evidence and analyze it for its relevancy to the argument.

#### **Murder Mystery Argument Building**

Students can create an argument using a murder mystery template, such as [“Slip or Trip.”](#) Using the text and the picture, students make observations and collect evidence, which they then use to create warrants or truths generally believed or held. After this, the students will decide whether or not their evidence is relevant and will use the qualified evidence to create a claim about the innocence or guilt of the suspect in question. Students should work in teams, and if necessary, teachers can assign group roles or norms to ensure that collaborative learning is happening.

#### **Text Dependent Questions**

[Text dependent questions](#) are important when collecting evidence. These questions can only be answered when students go back to the text. One way to approach this is to require three readings of a text. The first is to answer literal level questions that will help students identify the main idea of the text. The second reading should be focused on questions that require students to go deeper and consider the author's purpose. The third reading has questions that requires students make inferences to answer, and in doing so, create opinions or ideas that need to be supported by evidence. Teachers can create the text dependent questions, or ask students to work in pairs to develop them.

#### **Connect the Texts**

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 makes that idea important?
- What understanding can be drawn from that connection?
- How does the connection help the contributors understand?

## Instructional Supports for the Model Curriculum

### 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.

### Nonfiction Signposts

Signposts are parts of a text that let a reader know something important is being discussed. Teaching students to look for these markers will be helpful when identifying the big questions in a text. Students look for contrasts and contradictions, extreme or absolute language, numbers and statistics, quoted words, and word gaps to establish an efficient note taking system when reading a text. More resources and explanations can be found in Kyleen Beers and Robert E. Probst's book *Notice and Note: Strategies for Close Reading*. Portsmouth: Heinemann, 2013.

### RAFT

RAFT is an acronym that students can use to examine a text. The acronym stands for the following topics: Role of the speaker, Audience, Format of the text, and Topic of the text. Students can use this strategy to evaluate a text; they can also use it to focus and prepare their own writing.

### Venn Diagram

Students can use the [interactive Venn Diagram tool](#) to identify basic similarities in and differences between two texts on the same topic. Picture/word cards can also be used with hula-hoops for a whole group activity to identify similarities and differences also.

### KWL Chart (What I Know, What I Want to Learn, What I Learned)

Students journal what they think they know about a text of historical significance and the time period in which it was written. Then students list questions they have about it. Students read the text. During the lesson, students complete their chart by writing or drawing what they learned. Students discuss how their knowledge has changed in relation to the themes and concepts presented in the text.

### Instructional Resources/Tools

#### 100 Milestone Documents

The [Our Documents website](#) contains 100 pieces of text considered to be important to U.S. history from 1776-1965. Use this resource to compare, contrast, and analyze related topics.

## Instructional Supports for the Model Curriculum

### Points of View Reference Center

This [database available from INFOhio](#) provides point and counterpoint articles for popular topics such as foreign policy matters and global issues. This resource is helpful in the evaluation of arguments and claims.

<b>Strand</b>	<b>Reading: Informational</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Complexity</i></b>
<b>Standards</b>	<p><b>RI.9-10.10</b> 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>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>

### **Previous Grade Band Progression Statement**

**By the end of the year, students were expected to read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.**

### **Content Elaborations**

*Ohio's Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a “general, steady decline - over time, across grades, and substantiated by several sources - in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the [Appendix A](#) document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together.

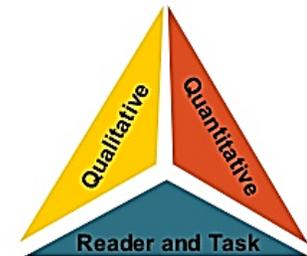
The three-part model is explained in detail in [Appendix A](#) of the *Ohio's Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in [Appendix B](#).

Ohio recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognize that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge.”

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



<b>Strand</b>	<b>Reading: Informational</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Complexity</i></b>
<p>This trend can be “turned around” when teachers march students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers. Though extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as becoming familiar with various text structures and elements.</p> <p><b><u>Next Grade Band Progression Statement</u></b>  <b>By the end of grade 11, students are expected to read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, students are expected to read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p><b>I Do, We Do, You Do</b>  Gradually releases the responsibility of the learning to the student. Teaching begins with direct instruction while students actively listen and take notes (I Do). The teaching then moves to guided instruction with interaction, modeling, prompting, etc. while students ask and respond to questions and work with others (We Do). Finally, students work independently and take full responsibility for the outcome (You Do). This is helpful for texts at various levels, but it can be especially helpful as a model for reading complex text.</p> <p><b>Fake Newspaper</b>  A “front page” is created that includes articles written at various Lexile levels. Questioning includes how the different pieces look and how they are different. Students can explore the vocabulary and sentence structure of the different articles. They should also consider the way the ideas are presented - is it implicit or explicit? Is there more than one point of view? Finally, when looking at the various articles, students should think about what prior knowledge is required to understand and analyze the meaning or purpose. Students can write a brief statement recommending the article for a certain age or grade level and include reasons for this using the observations and comparisons of the articles.</p>	

## Instructional Supports for the Model Curriculum

### Spot the Difference

Using the same paragraph written at various reading levels, students analyze the differences, pointing out the changes between how a mature reader utilizes strategies in action. Mature readers help developing readers by modeling how they utilize strategies to access texts.

### Think Aloud

The teacher talks through a difficult passage or task by using a form of metacognition to make visible, the process readers go through to make meaning of the text. This includes obtaining information from non-fiction text features, such as graphs, charts, the index, or subheadings. Once the teacher has modeled a think aloud, students should work in pairs to read and think aloud with a different piece of text. A model or guide such as [Say Something](#) can be helpful for the students to follow.

### Instructional Resources/Tools

#### Choosing Complex Text

[This EngageNY site](#) helps guide text selection in the classroom. Included are criteria for literary texts for all levels and additional resources for locating potential texts.

#### Qualitative Text Complexity Rubric

[This rubric](#) can be used to determine stretch reading materials for students.

#### Common Lit

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

**WRITING STRAND**

Strand	Writing
<b>Topic</b>	<b><i>Texts and Purposes</i></b>
<b>Standards</b>  	<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Establish a clear and thorough thesis to present an argument.</li> <li>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).</li> <li>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</li> <li>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.</li> <li>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.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>W.9-10.2</b> 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> <ol style="list-style-type: none"> <li>a. Establish a clear and thorough thesis to present information.</li> <li>b. Introduce a topic; organize complex ideas, concepts, and information to make important connection and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</li> <li>c. 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.</li> <li>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>g. 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).</li> </ol>

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b>Texts and Purposes</b>
	<p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>

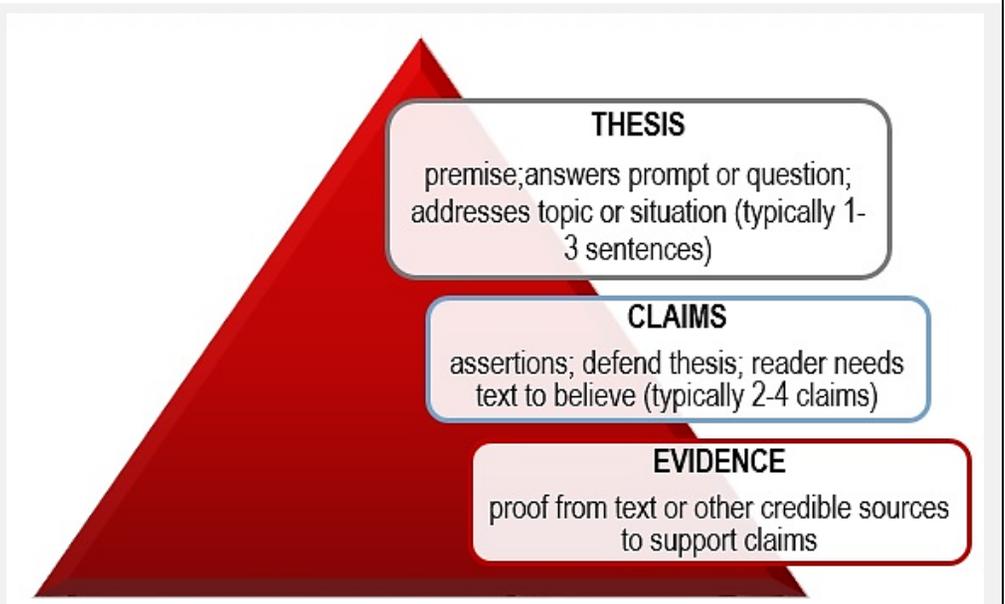
#### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to produce argumentative, expository, and narrative writing that was organized, presented clear ideas, utilized precise language, and established a formal style.

#### **Content Elaboration**

Understanding Text Types and Purposes is essential for writing. Writers share information, opinions, and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective and coherent text creation requires 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



<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Texts and Purposes</i></b>
<p>the validity of the thesis. There must also be an understanding of the targeted audience in order for students to choose the appropriate style, voice, and word choice to create an appropriate style and tone for the piece while the concluding statement should effectively prove the thesis.</p> <p>For literary argumentative writing, students establish a thesis interpreting and/or evaluating a text according to a literary theory and/ or devices. Such theories could include various lenses such as psychological, cultural, feminist, etc. Literary devices may include symbolism, point of view, irony, characterization, etc. In this grade level, students must not only use claims but also create and develop them independently. Opposition of claims is not a requirement but can be used when merited. There must also be an understanding of the targeted audience in order for students to choose the appropriate style, voice, and word choice to create an appropriate style and tone for the piece. Much like the functioning in the informative argumentative writing, the concluding statement should effectively prove the thesis.</p> <p>Informational and explanatory writing (e.g., to inform or explain) in this grade band will be similar to that of the previous grade band. Students will be expected to develop a clear thesis/topic, which is supported by facts, extended definitions, concrete details, quotations, or other information and examples that will support and clarify the thesis/topic that is appropriate for the intended audience. Students will also work to create coherence and completeness through varied sentence structure/syntax and effective transitional strategies. The response is expected to have an evident organizational structure from introduction to conclusion based on purpose and audience while developing and maintaining a consistent style and objective tone.</p> <p>Students will also compose narratives, either real or imagined, that insightfully address all aspects of the prompt, while creatively engaging the reader by producing a well-developed setting, conflict, situation, or observation. 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 (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to produce argumentative, expository, and narrative writing that is organized, presents clear ideas, utilizes precise language, and establishes a formal style.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Toulmin Model --A Strategy for Structuring Arguments**

The [Toulmin Model](#) provides students a structure for organizing their academic arguments. At the most basic level, students start with an overall thesis to lead into their evidence (Data), and then provide their explanation of the evidence (Warrant). The “lew” portions can be repeated depending on the amount of evidence to be included in the argument. More advanced students can also add Backing, Qualifiers, and Rebuttal to further develop their arguments.

A Toulmin Debate can be connected to future career aspirations by choosing a topic pertaining to the career fields. For instance, a debate can occur between students on selecting the best equipment or tools for purchase, choosing organic versus non-organic farming, or using ornamental design versus solid crafting.

#### **Informative Career Writing**

Students write about the steps necessary to create, assemble, or design a topic related to a career field. For example, students choosing Medical Technologies could write out the proper steps for taking blood pressure or starting an IV, as well as providing explanations for the steps and why they are important to the process.

#### **Workplace Diversity and Tolerance**

For Career Tech Center instructors with students from multiple surrounding districts, a beginning unit on “Defining our Community” is a nice way to start the year and encourage narrative writing immediately. Students can write and present narrative pieces describing their cultural background, such as urban, rural, or a homeschool culture. After students have written their narrative, they can share these electronically or orally. The teacher can facilitate the discussion to ensure all students are considering the different backgrounds and values from the multiple cultures of their classmates.

#### **Color-Code the Documents**

Each element of an essay is color-coded (e.g., introduction=red, thesis=green, etc.) to help identify focus and structure. [This website](#) allows the teacher to set up color codes with the essay element, and students can highlight the element, as they understand it.

This also can be done on electronic files by either using different color fonts or the highlighting tool. This could especially be used for matching entries on the works cited page with their corresponding citing in the text. Survey Monkey or other online sites can be used to help conduct field research or run simple polls.

## Instructional Supports for the Model Curriculum

### Workplace Scenarios

Utilizing workplace scenarios, students can identify a workplace issue and then write from the perspective of the different stakeholder involved in the incident. Each perspective written contains argumentation claiming that their perspective is valid. The practice of changing lenses when viewing a single incident develops empathy and understanding. Example scenarios can include a customer complains about their meal, a client feels they have been overcharged for services, or an accident occurs at a job site.

### Reciprocal Teaching

The [reciprocal teaching](#) strategy allows students to become peer-educators in smaller groups of reading and writing instruction. Students should be broken down into groups, with one student designated as the “teacher.” This student directs the group’s work. When studying writing, the groups will read a model text, and then work through predicting, questioning, clarifying, and summarizing the information read. This should be followed by the discussion of the type of writing to be done, as well as the topic and supports needed to write the essay.

Reciprocal teaching is also a good flipped classroom strategy. Flipped classrooms use digital platforms and media to instruct students on the concept or idea being studied. Students can create a video lesson, uploaded to a system with comment capability, and then other students can post questions to which the student who created the flipped classroom lesson can respond. During class time, the students would discuss their reactions with the teacher, making class time specifically for exploration and development.

### Writers’ Workshop

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. [Edutopia’s “Creating A Writers’ Workshop in a Secondary Classroom”](#) features different options for teachers to customize their workshops. Using stations to implement writers’ workshop begins with the development of stations where students will concentrate on specific writing skills based on formative assessments. Students use peer or teacher reviews to revise or develop writing content and construction.

### Reverse Outlining

Students deconstruct an exemplar text by completing a graphic organizer. For example, students may read an editorial published in the New York Times, and then create an outline to reflect the organizational structure of the editorial, outlining the thesis statement, various claims, supporting evidence, reasons, transitions, counterclaims, and conclusion. This allows students to focus on an organizational structure they can then use as a model for their own writing.

## Instructional Supports for the Model Curriculum

### Model Texts/Mentor Texts

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 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.

Start with a short mentor text that clearly models an engaging and creative format. Students will use this as a template and will write their own text on a different topic. Then, provide scaffolding and support as students develop their own essay using the template and their chosen topic. The need for teachers to write along with the students is a key part of this strategy so that their thought processes are evident for the learners. Students can write a variety of texts, from short informative pieces to longer, more researched writing by following the template and writing model of the teacher. These guiding texts can be posted in the classroom or on a shared digital space making them easy for students to access whether at school or at home.

### Literacy Design Collaborative

These [templates](#) from Literacy Design Collaborative will help teachers create tasks that will engage students in writing readers' responses to a text. The strategy requires teachers to provide details for texts to be read, writing to be produced, and/or content to be addressed, which supports high-quality student writing. The students read and respond to the tasks created when the teacher completes the template. [Teachers can create electronic posts for student discussion that present various issues or literary elements/devices that relate to a text.](#) [Students can also post thesis statements for an analysis for peer discussion/review.](#)

### PIE

Using [this PIE strategy](#) where PIE stands for Point, Illustration/Information, and Elaboration, students will learn how to construct writing that states a main idea, uses textual evidence to support, and provides an explanation of how the textual evidence connects to the main idea. Students will first learn to make a point or establish a topic sentence for their writing. Once they have written their topic sentence, students will illustrate and provide information through evidence from a text which supports their point or main idea. Then students can use analysis, elaboration, connection, or explanation to provide meaning to the information that supports the thesis or topic sentence.

### Narrative Career Writing

Narrative career writing provides students with the opportunity to write real-world or career texts. There are many examples of ways to integrate career-based writing in the classroom. Students can construct a letter of introduction and a biographical sketch which will appear on the website of the company that hires them. It may also be released to local news media. Students can also write a narrative about the experience that caused them to choose their career field. Other examples include students completing the narrative portion of an accident report for OSHA or Workman's Compensation or writing a narrative about the details from the first day at an internship.

## Instructional Supports for the Model Curriculum

### Argumentative Career Writing

Have students write argumentative essays that apply to their field or an interest that they may have. For example, Small Engine students could argue two-stroke versus four-stroke engines, while diesel students could argue that one brand of engine is better than another.

Another career connection includes reading an argumentative text (e.g., *From Courage to Freedom: Frederick Douglass's 1845 Autobiography*) and analyzing the author's craft. Students will then apply those strategies to their own writing. Students will develop an argumentative piece about themselves, convincing an employer of their skills and knowledge (e.g., letter of intent, scholarship essay, résumé). The letter will form their position as to why they are the best candidate, providing supporting details pulled from their self-analysis.

### Thoughtshots and Snapshots

[Thoughtshots & Snapshots](#) for descriptive writing offer a way for the narrative writer to engage their readers by providing an in-depth sensory experience. In short, isolated writing pieces, these strategies teach students to show, not tell, their readers. The linked notes help students work through this strategy, asking them to think about sight, smell, touch, sound, and taste. Writing in smaller segments, students will write about a specific moment or short event and develop strong descriptive writing that can be used to enhance longer pieces.

### Quote Sandwich

[Quote Sandwich](#) helps students write a coherent paragraph consisting of a topic sentence, author credibility, context of the quote, quote, and an explanation and connection between the quote and topic. Provide students with a short text, and then ask them to read, and write a short summary paragraph, which includes the main idea of the text as well as a quote from the text that supports the main idea. Students can work as a team or alone to use the quote sandwich graphic to write their paragraph. Students can share their work electronically so that examples can serve as models for their peers. When writing a longer piece, students can use the strategy as a guide for their prewriting and outlining of content.

### Chunking

Students are able to perform better when working on smaller parts of writing instead of more cumulative aspects of a paper. Chunking material into body paragraphs, sentences, and other smaller parts allows for students to master their writing skill more quickly. One way to use this strategy is to use a visual presentation to introduce students to the writing argumentative essays. Provide slides that present the parts of this essay visually. Teachers should be able to find helpful examples by searching online presentation sites. It is also a great medium for students to write and chunk their writing into smaller parts. Diverse learners will benefit from this method because it breaks the task into more manageable parts. Teachers may also share the presentation with students so they have a graphic model to reference during their writing process.

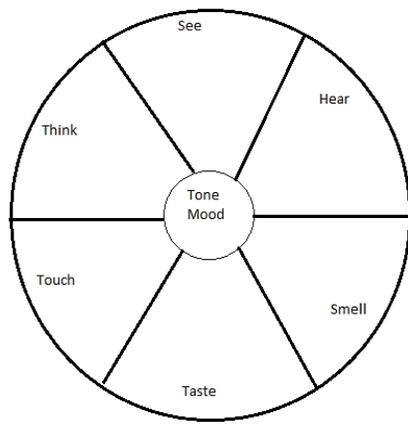
## Instructional Supports for the Model Curriculum

### RAFT

**RAFT** is a writing approach that asks writers to consider role, audience, format, and topic.

- First, ask students to think about the various perspectives writers have to keep in mind to complete a writing assignment. To model this task, use picture books and ask students to identify the role, audience, format, and task of the story.
- Decide on an area of study currently taking place in your classroom and discuss with your students the basic premise of the content about which you would like them to write. Allow students to help you pick the role, audience, format, and topic to write about. For instance, if students are reading *To Kill a Mockingbird*, you may have students respond to the issues in the story as various characters to different audiences in multiple formats.
- Have a class think-aloud to come up with ideas for the piece of writing that you will create as a group, and model how to respond to the prompt.
- Next, give students a writing prompt for which you have already chosen the role, audience, format, and topic and have students react to the prompt either individually or in small groups. It works best if all students follow the same process so the students can learn from the varied responses of their classmates.
- As students become comfortable in reacting to RAFT prompts, give students a list of options for each component and let them choose their role, audience, format, and topic.

Eventually, students may choose a role, audience, format, and topic entirely on their own.



### Sensory Wheel Pre-writing

In order to help students write detailed, descriptive narratives that captivate readers, a teacher might introduce the sensory wheel as a pre-writing/planning strategy. The wheel is a graphic organizer divided by the five senses plus a sixth section for thoughts. Students would then work with a list of descriptive vocabulary or figurative language and a thesaurus to fill the sensory wheel. This becomes a tool to help them to incorporate thoughtshots and snapshots into their narrative pieces. See previous page for additional information on thoughtshots and snapshots.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

#### **Article of the Week**

Kelly Gallagher's [Article of the Week](#) was originally built to scaffold schema for other subject areas and practice reading and writing strategies. These articles offer a great medium for teaching writing in the secondary classroom. This resource helps students to annotate, respond, and use the article(s) as exemplar texts while creating their own arguments when writing.

#### **The Narrative Discussion**

In the blog posts linked below, educators discuss their approaches to and opinions of narrative writing. Teachers can use these posts to approach narrative writing, which, in recent years, has taken a backseat to argumentative and explanatory writing. In [this Edutopia post](#), an author and educator discuss how to implement narrative writing despite the emphasis on writing from text and using evidence to support. It includes video instructions on how to create a text document with electronic resources linked.

[This post](#) from *Two Writing Teachers* discusses the importance of generating writing ideas, and states that students should keep a list of topics and experiences that they have on a day-to-day basis to practice a “writer’s life.”

#### **Visual Modeling**

Students benefit from a variety of models including visual samples. In this [sample](#) lesson from *ReadWriteThink*, artwork is a tool for sparking narrative ideas. Students, especially visual learners, can use this website to inspire ideas for a written narrative based on a piece of artwork. While the targeted grade level is 6-8, it can be adapted for students in grades 9-10. Film is also a great medium for visual modeling. Further resources for using film in a classroom as a model can be found at [Using Movies to Teach Narrative Writing](#). This lesson uses well-known movie clips to help students see how to write a compelling narrative. Handout links are included.

#### **NCTE**

The [NCTE](#), or National Council of English Teachers, includes *ReadWriteThink* strategies to support high-quality argumentative writing. Resources include handouts to help students build claims and formulate reasons using textual evidence. This resource includes strategies for all stages of the writing process.

#### **Facing History and Ourselves**

[Facing History and Ourselves](#) provides guidance in argumentative writing along with prompt dissection and suggests prompts for topics such as Holocaust and Civil Rights. These are free PDF documents available for downloading prompt ideas.

## Instructional Supports for the Model Curriculum

### Utah Education Network Argumentative Resources

[Argumentative Writing Resources](#) includes lesson plans, strategies, videos, PDFs, graphic organizers, etc. to ease the planning of argumentative writing lessons.

### Points of View Reference Center

[Points of View Reference Center](#) from INFOhio contains articles presenting multiple sides of current issues. This resource will help students develop arguments to support positions. It includes essays, charts and graphs, images, and text that can be read aloud.

### Writing Leads or Hooks

[Writing hooks.pdf](#) provides examples of effective attention-grabbing introductions.

### Write an Effective Conclusion

[Webster University's website](#) has a collection of examples and strategies for writing an effective conclusion such as a summary, circle conclusion, or a call to action.

### Thesis Generator

Ashford University's [thesis statement development tool](#) helps students develop a guiding statement for their writing. Several variations of a thesis statement are provided, and students must decide which is best for their audience and purpose.

### Go! Ask, Act, Achieve

This [tool from INFOhio](#) leads students through research and writing, providing students with graphic organizers and digital tools to help them develop a topic, organize writing, work with others, and revise writing through reflection and evaluation.

### Story Corps by NPR

[This website offers podcasts](#) featuring short interviews between two people who already know each other, and have had a significant impact in each other's lives. Interviews are stored at the American Folklife Center at the Library of Congress in Washington, D.C. Students can use these interviews as model texts in a personal narrative, and then construct their own story.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Development, Revision, Production</i></b>
<b>Standards</b>	<p><b>W. 9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W. 9-10.6</b> Use technology, including the Internet, to produce, 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>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to use technology to produce and publish clear and coherent writing that was organized and developed in multiple stages while receiving guidance and support through peer and adult collaboration.</b></p> <p><b><u>Content Elaboration</u></b>  Standards in this topic highlight the development of writing and the creation of ideas that are organized with a style that is appropriate for the task, purpose, and audience. Effective writing at this level requires students to apply a multi-stage, reflective process that insists on planning and revising to evoke change or clarify ideas. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances word choice as well as unity and coherence of thoughts, ideas, and details. The stages of these processes are enhanced with collaboration and technology.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to continue to use technology to produce, publish, and update clear and coherent writing that is organized and developed in multiple stages with an additional focus on addressing a specific purpose and audience. Students will receive continuous feedback over publications.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Bullet Style Journals**

Bullet style journals would be a good alternative to the Digital Writing Portfolio when supporting diverse learners. Teachers can adapt this method of staying organized to allow students with limited English Proficiency or writing deficits to write shorter pieces of writing.

[This video](#) introduces bullet journals, and [this video](#) introduces it specifically for students with ADHD.

#### **Digital Choice Board**

Choice boards feature a text document with hyperlinks to digital resources or activities. Choice boards can also be used for assignments that are not online as well. The document will have nine squares structured like a tic-tac-toe board. The choice board allows students to choose three of nine instructional activities, which allow for differentiation for the assessment. For example, if the class is studying argumentative writing, the 9 squares could have links to 9 different activities that address the standard but use different outcomes for assessment.

One could be a graphic organizer completed for an argument, while another link could be a blog post, which creates an argument. It is a strategy that can be done individually or collaboratively. This [presentation](#) helps educators become familiar with choice boards, and teaches educators how to design their own.

#### **PEEL**

[PEEL](#) stands for point, evidence, explanation, and link. This writing strategy provides students with a mnemonic device for constructing well-developed paragraphs that support a thesis. To begin, ask students to review the graphic found at the site linked above for the mnemonic device. Discuss the structure of the writing by considering the elements used to build it. Then, students will create a point or develop a topic sentence using their own topic and resources. Next, students will use evidence to support their point or topic sentence, and then they will elaborate or explain how their evidence supports their point. Finally, they will create a linking sentence to transition into the next paragraph or point. Once they have done this, ask them to pair and share with a partner to compare their results, and assess how well they followed the model for writing.

#### **Digital Writing Portfolio**

[Digital writing portfolios](#) are a collection of student writing that represent their learning and growth as a writer. They are helpful for student reflection and development. Teachers can work with students to create an electronic portfolio for their writing using a shared platform such as Evernote, Google, or Livebinder. Students will use this not only for their writing, but also to post media that has motivated or inspired them. Using the portfolio, students can set goals for their writing - such as "I will begin to use stronger verbs" - and can track their progress. Students can easily share their work with teachers and other stakeholders. At the end of the course, an online "open house" can be held where the students will highlight their growth as a writer.

## Instructional Supports for the Model Curriculum

### The Hourglass Method

The [hourglass](#) is a writing structure that can be used to help students better organize their pre-writing, and ensure that they have broken down a writing prompt effectively. It is also helpful for writers to ensure that they have adhered to the writing task and to make sure their writing is cohesive. The hourglass can be used for any type of writing.

Students begin by writing an introduction outline, which will be general in nature. The purpose is to create a structure that can be mirrored at the end of the outline, or the hourglass structure. In the middle, the students will write specifically about the topic, so the outline in the middle of the hourglass will include references to exact answers and explanations for the general information. The bottom half of the hourglass, or the end of the outline should mirror the top half. In other words, the writer will need to make sure that he/she has directly addressed the questions or general problems introduced, and reached a conclusion with goal for future research.

### Reading as a Model or Revision Strategy

This is a unique way to revise written work in collaborative groups. Students work in pairs or small groups and “think aloud” as they read. The writer is a silent observer who listens to others read aloud a piece of writing. The writer makes note of what parts of his/her writing are not clear or complete. Writers use their peers’ feedback in order to make revisions.

### Graphic Organizers

Students need designated time to organize their ideas and plan their essays. Utilizing [graphic organizers](#) and outlines to plan student writing will yield a more cohesive and complete essay. This [sample outline](#) can be used as a guide for students. **For diverse learners who struggle with organization, teachers can provide a graphic organizer which breaks down the assignment into smaller parts or is partially filled in.**

### Chunk Editing

**Teach students with limited English Proficiency or writing deficits to read the text they are editing four times--once for punctuation, once for spelling, once for grammar, and a final time for content. Focusing on just one aspect at a time and rereading will help students find more of the errors. Provide students with a rubric they can follow and use as a guide to the expectations of mastery for the writing assignments. For example, the rubric could focus on the correct use of semi-colons, the correct use of *their*, *they're*, and *there*, the use of vivid verbs, and the inclusion of detailed description.**

### This I Believe Essay

Students write an essay on a topic about which they are passionate. Teachers should model and provide examples for the students, and allow them to explore different topics that illicit a strong emotional response. These [essays](#) allow writing that is a bit more creative, yet is informative by design. These can also be utilized as college essays for students pursuing post-secondary options.

## Instructional Supports for the Model Curriculum

### Rubric Grading

Teachers provide a rubric for students at the outset of an assignment so that everyone is clear on the assessment expectations. Teachers may include point values for each standard and/or requirement that students are expected to meet. As an example, this [rubric](#) from Yale University can also be adapted to suit individual teacher needs. It includes element descriptors for all major parts of an argumentative essay with a scoring guide. Another source is [RubiStar Rubric Maker](#), which allows teachers to create their own rubrics for writing assignments.

For diverse learners and career development, instructors can create skills checklists for students to incorporate specific skills or intervention strategies. For example, the checklist could include a skill such as using a peer grader, implementing a professional voice, or using evidence. Checklists with Yes/No or Good/Marginal columns eliminates much of the remaining subjectivity that rubrics can leave behind. There are many online examples such as this one from [Kenyon College](#) and [Ohio Wesleyan University](#).

### Digital Portfolio of Technical/Workplace Writing

Direct students to focus on the technical writing side for informative writing. The web has many resources to help students understand how to write for technical purposes. [This website](#) is a helpful resource to organize informative research from start to finish and encourage students to connect with a topic that is connected to their career choice. Another [website](#) to use as informational reading and framing of workplace text importance outlines how to write for work. Additional items to include in portfolio could be a resume, career narrative, problem solution report (workplace problem is identified and plausible solution(s) are presented) as well as a variety of thank you letters, emails, and instructional documents created by the student.

### Self-Guided Writing

Self-guided writing requires students to explore writing topics or approaches at their own pace. This benefits learners by allowing them to customize their learning experience to improve their writing. Teachers can use HyperDocs, interactive text documents or presentation slides that allow students to engage in an individualized learning experience, to facilitate the writing assignment. Using these documents can create a self-guided writing activity for students to create their own writing.

For example, the [presentations from University of New England](#) will guide students through the writing of a specific type of essay. Ask students to read one of the guided-writing presentations and then reflect on what they like or do not like about this approach. Then, ask students to use the presentation to write an essay on a specific topic relevant to the class. As they write, they should think more about the lesson from the HyperDoc, and when finished, they can add their comments and ideas to improve the presentations for better outcomes.

## Instructional Supports for the Model Curriculum

### **This I Believe Essay**

Students write an essay on a topic about which they are passionate. Teachers should model and provide examples for the students, and allow them to explore different topics that illicit a strong emotional response. These [essays](#) allow writing that is a bit more creative, yet is informative by design. These can also be utilized as college essays for students pursuing post-secondary options.

### **Instructional Resources/Tools**

#### **The Purdue OWL**

[The Owl at Purdue](#) provides an annotated breakdown of the elements of an argumentative essay. This website can be used to create notes for students to introduce argumentative writing, including citing in MLA format and structuring a claim statement, or it can be used as a supplement for student use.

#### **Story Map**

The Story Map is an [interactive tool](#) from *ReadWriteThink* that helps students create a plot and characters for their stories.

#### **Citation Machine**

The [Citation Machine](#) website provides instant citations in many styles. Students can explore and discuss the differences in styles.

#### **Quill**

The [Quill](#) website has interactive writing and grammar activities that are both provide diagnostic results that can be used formatively for instruction.

#### **INFOhio Citation Guide**

The [Citation Guide](#) has resources such as printable citation handouts, activities, and videos to help students with citing information, avoiding plagiarism, and evaluating resources.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build and Present Knowledge</i></b>
<b>Standards</b>  	<p><b>W. 9-10.7</b> 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><b>W. 9-10.8</b> 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.</p> <p><b>W. 9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 9-10 Reading standards to literature (e.g., “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 by Shakespeare]”).</li> <li>b. Apply grades 9-10 Reading standards to literary non-fiction (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”).</li> </ol>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade band, students were expected to conduct short research projects that utilize multiple sources, gather relevant information from print and digital sources, summarize or paraphrase information and provide a list of sources, and draw evidence from texts to support analysis, reflection, and research.</b></p> <p><b><u>Content Elaboration</u></b>  Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential. 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, 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 be exposed to a variety of resources, both online and print. They will assess the information for accuracy, validity, and purpose and then apply that information based on topic, purpose, and task. Students will employ searches on various platforms (databases, search engines, library catalogs) that produce effective and manageable resources (articles, books, journals, etc.). Using</p>	

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build and Present Knowledge</i></b>
<p>these resources, students will determine the usefulness of the information presented and integrate the ideas, facts, or evidence by paraphrasing, summarizing, or quoting direct text, while maintaining correct citations in their writing.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to draw evidence from literary or informational text to support analysis, reflection, and research. In addition, they will continue to conduct research and evaluate resources for strengths when applying the task, purpose, and audience.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Stages of Inquiry**

The first stages of inquiry include generating questions that lead to deeper searches and understanding of a topic. Inquiry also includes collecting relevant and useful information. This strategy can be helpful at various stages of the research process. Provide students with an article about a specific topic or ask them to find one with a partner based on interest. Direct them to collect key words from the title, subheadings, or illustrations. Once they have “grabbed” their key words, they can begin to create questions about the text using those words. Ask them to generate at least four questions that will help them read for understanding. Once they have done this, ask them to partner with another student and compare and contrast questions, as well as share their ideas.

Using their top four questions, create an evidence collector by folding a paper into fourths. Students will write one question in each square and then use the evidence collector as they read. Once they have finished reading the text, the evidence collector will be helpful as an organizational tool for writing.

Students who need modifications can create a visual blitz. In small teams, students create a video or Prezi with keywords and visual designs (created in an illustration program or drawn and uploaded). When they present this to the class, the class responds with talking points, examples from the text, or other shout outs during the presentation of the production.

## Instructional Supports for the Model Curriculum

### Analysis of the Conversation

For this [strategy](#), ask students to choose a topic, and find 2-3 articles that provide answers to the following: *Why is this topic important at this particular point in time? What is at stake in the topic? Who is writing about the topic and why? What different perspectives are offered? Why are these people involved in the debate? What is at stake for them? Think about the agreements and disagreements: What do those arguing in the debate agree on? What do they disagree on? What is the source of their disagreement? Where do we go from here?*

Once they have found the answers, students can write a short “literature review” using the answers to the questions, which should be about 2 pages in length. This can serve as a starter for a longer research project.

### Career Research

Students research and present a trendy/timely/innovative aspect found in a career field of interest. For example, drones, farm to table, or dying hair gray could all be topics that apply to different career fields. The student will find sources, which offer multiple perspectives regarding the identified topic, and present them in writing or as a presentation.

### Evaluating Resources

Students need to learn how use the internet, scholarly databases, and effective search terms to complete their research. They also must be able to discern the credibility and usefulness of a source, paying particular attention to the impact of a source’s author and origin, potential bias, and timeliness. Strategies such as the [CRAAP test](#) (currency, relevance, authority, accuracy, and purpose) are useful in achieving this goal. Students can use this mnemonic device to evaluate a site or other resources.

### Annotated Bibliography

Students should choose a topic or field and create a question to help them learn more about the topic. Once they have their question, they will use a variety of resources – databases, websites, books, videos, or interviews – to create a bibliography with a brief description of the format and a summary of their understanding and engagement with the content. Students must adhere to a specific writing style for their citations.

### Genius Hour

[Genius Hours](#) allow students to research and learn more about a topic of interest. It is a form of personalized learning and can lead to authentic learning. Students should follow the [inquiry model](#), and receive frequent feedback from peers and teachers. Using this process, students can explore, question, synthesize, and evaluate the topic they have chosen to learn more about. The best Genius Hours result in a change in the student’s environment, either at the school or community level.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

#### **News Literacy**

This [short article from Edutopia](#) explains digital literacy. Digital natives can grow as digital learners with the right support from teachers and adults.

#### **Primary vs. Secondary Sources**

This [resource](#) provides a lesson for teaching students how to identify and analyze primary and secondary sources which can be important when conducting research.

#### **INFOhio's ISearch**

[ISearch from INFOhio](#) Searches all databases provided by INFOhio for students at no cost: EBSCO's Explora, Academic Search Premier, Points of View Reference Center and more. Full text articles, transcripts, scholarly journals, and videos. Use the [ISearch Guide for teachers](#) for strategies, lessons, and best practices for finding and using valid information.

#### **Purdue OWL Avoiding Plagiarism**

This is a resource on [Avoiding Plagiarism](#) available to assist students in avoiding plagiarism in their own writing.

#### **Summarizing and Paraphrasing**

This [resource](#) gives students and teachers ideas for summarizing and paraphrasing resources for research.

#### **The National Archives**

The [National Archives Introduction to Research](#) website has examples of primary documents as well as activities for users to learn more about the archives and its contents.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Range of Writing</i></b>
<b>Standard</b>	<b>W. 9-10.10</b> 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.

**Next Grade Level Progression Statement**

**In the previous grade level, students were expected to 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 discipline-specific tasks, purposes and audiences.**

**Content Elaboration**

To build a foundation for college and career readiness, students must use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. Effective writers build their skills by practicing a range of writing. One essential purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and then begin to adapt the form and content of writing to accomplish a particular task and purpose. Students must develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, they must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Next Grade Level Progression Statement**

**In the next grade band, students are expected to continue to 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.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Writers' Workshop**

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. [Edutopia's "Creating A Writers' Workshop in a Secondary Classroom"](#) features different options for teachers to customize their workshops. Using stations to implement writers' workshop begins with development of stations where students will concentrate on specific writing skills based on formative assessments. Students use peer or teacher reviews to revise or develop writing content and construction.

#### **Self-Regulated Strategy Development**

Teachers use [a six-stage approach](#) to teaching students to write various types of essays. For each type – argumentative, narrative, research, etc. – the student learns in steps a strategy that will help them not only learn how to write for the purpose, but also how to write for the purpose across curricular areas. The explicit teaching of the strategies, such as RAFT, are key to the transfer of the student learning to other subject areas to help them become independent and proficient writers.

#### **RAFT**

[RAFT](#) is a writing approach that asks writers to consider role, audience, format, and topic.

- First, ask students to think about the various perspectives writers have to keep in mind to complete a writing assignment. To model this task, use picture books and ask students to identify the role, audience, format, and task of the story.
- Decide on an area of study currently taking place in your classroom and discuss with your students the basic premise of the content about which you would like them to write. Allow students to help you pick the role, audience, format, and topic to write about. For instance, if students are reading *To Kill a Mockingbird*, you may have students respond to the issues in the story as various characters to different audiences in multiple formats.
- Have a class think-aloud to come up with ideas for the piece of writing that you will create as a group, and model how to respond to the prompt.
- Next, give students a writing prompt for which you have already chosen the role, audience, format, and topic and have students react to the prompt either individually or in small groups. It works best if all students follow the same process so the students can learn from the varied responses of their classmates.
- As students become comfortable in reacting to RAFT prompts, give students a list of options for each component and let them choose their role, audience, format, and topic.
- Eventually, students may choose a role, audience, format, and topic entirely on their own.

## Instructional Supports for the Model Curriculum

### PIE

Using [this PIE strategy](#) where PIE stands for Point, Illustration/Information, and Elaboration, students will learn how to construct writing that states a main idea, uses textual evidence to support, and provides an explanation of how the textual evidence connects to the main idea. Students will first learn to make a point or establish a topic sentence for their writing. Once they have written their topic sentence, students will illustrate and provide information through evidence from a text which supports their point or main idea. Then students can use analysis, elaboration, connection, or explanation to provide meaning to the information that supports the thesis or topic sentence.

### Instructional Resources/Tools

#### Ohio Means Jobs Exploration

Utilize Ohio Means Jobs activities and exploration activities to have students respond to small writing prompts such as: “Utilizing your Career Interest Inventory – select one career that you would most like to learn more about.”

***The Thinker’s Guide to How to Write a Paragraph: The Art of Substantive Writing* by Dr. Richard Paul and Dr. Linda Elder** (Foundation for Critical Thinking, 2003) This is a booklet that provides guidelines for students in analyzing arguments, synthesizing information, and writing papers that are based on “substantive” thinking.

#### Writing Across the Curriculum

This [PDF from Michigan’s Department of Education](#) outlines how writing can be relevant and purposeful in a variety of subject areas.

#### Writing Across the Curriculum

The National Writing Project website has a [collection of resources](#) from academic publications offer teachers a variety of examples and strategies of how to integrate writing into all areas of the curriculum.

#### Eleven Effective Elements for Writing

[This report from the Carnegie Corporation of New York](#) explains eleven effective elements for writing instruction in grades 4-11. Strategies for the elements are provided.

**SPEAKING AND LISTENING STRAND**

<b>Strand</b>	<b>Speaking &amp; Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<b>Standards</b>	<p><b>SL.9-10.1</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol> <p><b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.9-10.3</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>

**Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to engage effectively in a range of collaborative discussions, analyze the purpose of information presented in diverse media, and delineate and evaluate a speaker's argument.**

**Content Elaborations**

The speaking and listening strand requires an intense focus on **Comprehension and Collaboration**. Effective speakers and critical listeners collaborate to 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.

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

<b>Strand</b>	<b>Speaking &amp; Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<p>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.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media, and evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric.</b></p>	

## Instructional Supports for the Model Curriculum

### **Instructional Strategies**

#### **Jigsaw Method**

Like a jigsaw puzzle, [this 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.

#### **P.V.L.E.G.S.- Evaluation Tool for Public Speaking**

The acronym “PVLEGS” was developed by Erik Palmer in his book *Well Spoken* and stands for poise, voice, life, eye contact, gestures, and speed. These criteria provide teachers areas of focus for assessing public speaking skills. Teachers would use this strategy in a workshop atmosphere to help students analyze other speakers and to self-critique their own performance.

P.V.L.E.G.S inspires dialogue to discuss the strengths and areas of improvement in public speaking performances. This [link](#) provides information on supporting English Language Learners as they prepare for a Reader’s Theater and evaluating the students on their work.

#### **CRAAP Method**

The acronym “[CRAAP](#)” stands for currency (the timeliness of the information), relevance (the importance of the information), authority (the source of the information), accuracy (the reliability, truthfulness, and correctness of the content), and purpose (the reason the information exists). Students can utilize this acronym when conducting research to help determine the validity and relevancy of sources.

## Instructional Supports for the Model Curriculum

### Socratic Seminars

[Socratic Seminars](#) are inquiry-based, student led discussions about specific text(s). These discussions allow students to explore ideas, issues, and values by 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.

### Blended Learning Models

There are many [different rotation models](#) teachers utilize in their rooms to expose their student to multiple texts. Blended learning includes teacher-led instruction, online instruction, and student collaboration and interaction. Direct instruction and learning labs are also important when implementing blended learning in the classroom.

The hyperlink above, from *Blended Learning Universe*, provides a brief description of these models and visual aids to help teachers incorporate these strategies into their classrooms. For example, the station rotation model asks students to move from one station to the next where they will receive a new idea, concept, or strategy for effective speaking and listening. This nonlinear teaching approach is effective for differentiation and personalized learning.

### Fish Bowl Conversations

[Fishbowl conversations](#) are smaller, modeled discussions for a larger group of students. While students in the “fishbowl” communicate over an assigned topic, the larger class observes and later critiques the communication taking place with the model group. The fishbowl can be used to explore the different roles of a speaker and listener. The hyperlink above is to a PDF outlining further clarification of this strategy. It also provides a visual aid to help teachers conceptualize this strategy to implement it in their classrooms as well as provide variations of this activity to support diverse learners.

### Save the Last Word for Me

Every student learns better when they make a connection with the material. This [discussion strategy](#) first engages students through the use of a quick reading or video excerpt. Students then respond in a think-pair-share with the class. Each student identifies what part of the text or other medium they found to be most important. A volunteer begins by sharing the identified part, and then each group member pauses for reflection. Then, each individual responds to the student’s choice by saying how that makes them feel or think, or any questions they may have. Once each group member has spoken, the original volunteer then shares why he/she chose this part of the text and continues with each member of the group sharing their choice and the rest of the group responding. A follow up discussion with the participants is important for reflection and assessment.

## Instructional Supports for the Model Curriculum

### Silent Discussion

In [this strategy](#), students respond to a prompt using a shared document online. To collaborate, students will respond to at least one other student's comment. [This type of communication](#) can be used for diverse learners who may be unable to express themselves vocally, or it can be used as a differentiation strategy in a regular education classroom.

### Pop Up Debates

Pop Up Debates allow students to use assigned texts as a format for academic discourse. Each student is required to participate at least once within the class-wide debate, and must “pop up” from their seat to talk, securing the attention of their peers. If no students participate, the teacher may point to a student at any time to talk. Time constraints and requirements are assigned by the teacher, or collaboratively discussed and agreed upon by a class.

An online version of Pop Up debates could be done with other classes in the school or even classes outside of the school studying the same material. The teacher could create a discussion post for students to work on while in class. This also would be shared with another class. The students participate in pop-up debates with another class (even one at another school). Instead of popping up from their seats, the popup would appear on the shared discussion post for the reading.

### Conversation Challenge

A “conversation challenge” is a smaller group discussion among either pairs or groups of 3-5 students that challenges each student to actively talk for a required, set time by a teacher about an assigned topic. Students must support their claims with reasons and evidence and may thoughtfully respond to diverse perspectives of their peers during their allotted timed discussion.

### Literature Circles

Literature circles encourage academic 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. [Reference this link](#) for additional supports for diverse learners.

### Barometer Teaching Strategy

The [barometer teaching strategy](#) is a great resource for students who are kinesthetic learners. Students line up along a spectrum (Strongly Agree/Disagree) within the classroom to demonstrate their opinion on a specific issue. After physically standing along the line, students justify their opinions to the class. The following link provides a more in-depth description of this strategy and potential variations and elaborations educators can use in their classrooms.

## Instructional Supports for the Model Curriculum

### Four Corners

In [four corners](#) of the room, educators display signs such as: 100% Agree, Pretty Much Agree, 100% Disagree, Pretty Much Disagree. Students then brainstorm their responses to the prompts and must only use each answer twice. Once students physically move into their corners to express their opinion on an issue, they then must discuss their reasons for choosing that response. Teachers can extend the activity by allowing students to jigsaw and share the main points of their discussion with the whole class.

### Literary Speed Dating

In [this activity](#), teachers give each student a picture that reflects an aspect of an assigned text such as characterization, setting, conflict, literary elements, etc. After receiving their focus cards, students discuss what is on their card with various people around the room. Teachers can structure conversations much like speed dating to generate rich discussion on an assigned text. Educators can also use this discussion format for potential role-play of assigned characters within a text.

## Instructional Resources/Tools

### Identifying Fallacies

[These websites from Purdue Owl](#) provide the definitions of many types of logical fallacies, as well as tips for helping students to identify fallacies in their own arguments. Teachers could address the types of fallacies through direct instruction, and then guide students through the various tips as a self-assessment activity.

### Guiding Questions for Credibility

Conducting quality research involves critically evaluating information. [This link](#), provided by the University of California, helps educators and students determine the quality and credibility of sources. The link includes various questions for sources of varying formats, whether online or printed.

### Challenges and Solutions for Engaging English Language Learners in Discussions

[This link](#) provides guidance for teachers as they adjust instruction to support English Learners of varying proficiency levels. It also includes scenarios to provide deeper understanding of the instructional needs of the student.

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.9-10.4</b> 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><b>SL.9-10.5</b> 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><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to present relevant and valid claims and findings, integrate multimedia and visual displays into presentations, and adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</b></p> <p><b><u>Content Elaborations</u></b>  The <b>Presentation of Knowledge and Ideas</b> is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual, and multimedia presentations and their effects increases the potential 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>It is important to note here that students should be instructed in <a href="#">digital citizenship</a> and <a href="#">digital literacy</a> 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 <a href="#">plagiarism</a>.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to present information, findings and supporting evidence that conveys a clear and distinct perspective, make strategic use of digital media in presentations, and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Say Something**

Students take turns leading discussions in a cooperative group on sections of a reading or a video. To begin, teachers should model [the strategy](#), stopping reading, or viewing to think aloud about questions, connections, or predictions. Students work with a partner and stop every three to four paragraphs or viewing minutes to question, connect, or predict. Partners will respond by answering questions or contributing to the discussion. If answers are unknown, they will be written down for further investigation.

#### **Coffee House Readings**

Students receive a topic for content such as a poem, government document (ex: Constitution Preamble), favorite book or excerpt. They have a set number of days to practice reading the text aloud with a partner for 10 minutes a day or at home. On the day of the [Coffee House](#), each student reads aloud the text he or she has practiced. Students evaluate their peers on fluency, pacing, pronunciation, and other traits for effective speaking.

#### **Reader's Theater**

In this strategy, students work as a team to present any passage as a performance script. The focus is on reading fluency, and delivering a captivating presentation to an audience. Students determine which portions of the passage are most important, and emphasize that in their speaking. Students may speak individually, in duos, or chorally; they may change their volume, pacing, dialect, etc. to best communicate the main idea, theme, style, and voice of the passage. This [link](#) provides information on supporting English Language Learners as they prepare for Reader's Theater by evaluating the students on their work.

#### **Socratic Seminar**

A [Socratic Seminar](#) ties a focused discussion to an essential question, topic, or text selection in which students ask questions of each other. The questions initiate a conversation that continues with a series of responses and additional questions to develop a deeper understanding of the essential question. The teacher provides the text or medium and allows time for students to prepare using sticky notes to annotate parts of the text that will be useful in the discussion.

Before beginning, the teacher should help students identify behaviors that will be most effective for discussion. The teacher is not the leader of the discussion once it starts, but a facilitator who reminds the students of preferred behaviors. Once completed, the best way to assess the Socratic Seminar is by reflection, and providing a framework to students will help them be successful.

## Instructional Supports for the Model Curriculum

### Jigsaw

When using the [Jigsaw](#), groups of students read different passages or section from a single text, then share and exchange information from their reading with another group. Each student is responsible for gathering knowledge from one group. They then return to their group and share what they learned.

### SPAR

[SPAR-spontaneous argumentation](#) is a structured debate in which students have a limited amount of time to present an idea and react to an opponent. Students are able to practice using evidence and examples to defend and question ideas. To begin, teachers assign two groups opposing viewpoints on a topic, and allow time for the groups to brainstorm their arguments and evidence. A student from each group presents a one-minute opening statement while their opponents take notes. After a short time for preparing discussion, students from the groups present their discussion including questions or additional evidence to support. Following closing statements, the students debrief by reflecting on the outcomes and the value of the exercise.

### Project-Based Learning

In PBL, students embark on interest-based projects that are centered on a specific, individual question. Throughout the learning process, students will complete research, a variety of written pieces, and a variety of speaking opportunities.

PBL often culminates in a presentation to an authentic audience. [This website](#) from the Buck Institute for Education (BIE) provides background information and several resources specific to PBL.

### Silent Tea Party

In [this activity](#), students are given a quote at the beginning of the class along with a set of questions. They then walk around the class silently and use nonverbal cues to figure out where the quotes/evidence fits. After ten minutes, they meet with a group and share what quotes they had and where they put them. This lasts for about ten minutes, and then the rest of the class period they go through the questions and defend where they put the evidence and why.

### Role Playing with Sources

Students adopt or are assigned a particular POV from which to view a topic as part of [this activity](#). They must then research and discuss the topic from that POV. Each student in the group has a different POV. For example, in discussing a topic such as should college athletes get paid, students could research the POV of the athlete, coach, University president, video game maker, merchandiser, parent etc. One of each POV would be in the group. More information is available at [this link](#).

## Instructional Supports for the Model Curriculum

### RAFT

In [this strategy](#), students identify their ROLE, AUDIENCE, FORMAT, and TOPIC. This helps students to make their presentation of information appropriate for the task and audience. [This document](#) includes a table for using RAFT in your classroom, as well as suggestions for diverse learners.

### Town Hall Discussions

[Town Hall](#) provides a structure to look at various perspectives on a topic. The class is divided into four to six groups where each group is assigned an article on the selected topic. Each group reads and discusses among themselves, forms a circle, and shares their summary. After all summaries are read, students comment and/or question other groups.

### Reciprocal Teaching

[This instructional strategy](#) asks the students to become the teacher. Students can work individually or collaboratively to enlighten their classmates about a particular topic. For instance, small groups can be given a reading focus for a specific portion of a class text (for example, a chapter in a novel or an act or scene in a drama). They will then create a lesson to teach their classmates how that specific focus is implemented in the text.

### RAFT

In [this strategy](#), students identify their ROLE, AUDIENCE, FORMAT, and TOPIC. This helps students to make their presentation of information appropriate for the task and audience. [This document](#) includes a table for using RAFT in your classroom, as well as suggestions for diverse learners.

### Digital Storytelling

[This strategy](#) allows students to make a video to demonstrate knowledge of key concepts or vocabulary and share videos to teach others. More information about digital storytelling is available at this [link](#), as well as information on supporting diverse learners as they develop language skills and pair content with images to strengthen language acquisition.

## Instructional Resources/Tools

### Model Presentations

Professional public speaking organizations can be a wonderful resource to provide tips and samples of model presentations, such as [Toastmasters International](#)

## Instructional Supports for the Model Curriculum

### Living in a Digital World

This [lesson plan](#) teaches various digital citizenship topics including how to identify digital media, technologies, and communities, compare and contrast online and offline communities, evaluate use of technology, understand the digital rights and responsibilities of a citizen, and be a respectful participant in online communities.

### Peer Evaluation

[Peer Evaluation](#) - this graphic organizer could be used for peer-evaluation and feedback of speaking and listening activities or presentations.

### Tips to Power up Classroom Presentations

This [link](#) provides basic tips for creating effective presentations for listeners/viewers in an easy to follow format.

### Rubric Assessment

This [listening and speaking rubric](#) could be used to assess a variety of speaking and listening activities or assignments for diverse learners.

### Web or Concept Map

[Web or Concept Map](#) any of several graphic organizers which allow learners to perceive relationships between concepts through diagramming key words/ideas representing those concepts.

### Knowing Your Audience

[Knowing Your Audience](#) This PDF allows students to see the importance of knowing their audience in order to adapt speech to a variety of contexts.

### Delivering a Speech

[Delivering a Speech](#) This lesson plan provides teachers a step-by-step approach to assisting students to effectively address the audience through body language, eye contact, posture, voice inflection, and gestures.

### Infographics

Students can create infographics to communicate information visually. A website that can be used for this is [Kathy Schrock's Guide to Everything](#).

## Instructional Supports for the Model Curriculum

### Storytelling with Infographics

Learn with INFOhio [webinar](#) which provides information on how the inquiry process can send students on an open-minded exploration of a complex problem to create a visual synthesis of learning. Other resources for the webinar include the presentation PowerPoint and [Recipe for an Infographic](#) article.

### Common Sense Media

[Common Sense Media](#) is a website that offers lessons for teaching digital citizenship at all grade levels. The unit built for grades 6-12, Digital Bytes, combines digital citizenship with critical thinking about media consumption and creation.

**LANGUAGE STRAND**

Strand	Language
<b>Topic</b>	<b><i>Conventions of Standard English</i></b>
<b>Standards</b>	<p><b>L.9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>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.</li> </ul> <p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>

**Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to demonstrate a command of the conventions of standard English usage and grammar with a focus on verb forms and functions, capitalization, punctuation, and spelling when speaking and/or writing.**

**Content Elaborations**

There are specific rules and **Conventions of Standard English** that language must follow. Writers and speakers 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. Learning to create more complex sentences is a key part of advanced writing and speaking. Communicating ideas that are more in-depth and specific requires use of phrases and clauses. Constructing writing with the same word forms, sentences, clauses, or paragraphs creates continuity and develops meaning that is clear. A command of conventions with a focus on semicolon and colon also aides a clear message from the writer, helping him/her convey similar ideas or ideas that are important. Correct spelling is essential for understanding.

**Next Grade Level Progression Statement**

**In the next grade band, students are expected to continue to demonstrate and understand a command of the conventions of standard English usage and grammar, capitalization, punctuation, and spelling when speaking and/or writing. Building on their previous punctuation knowledge, students will expand their focus to include hyphenation conventions.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Mentor Texts**

With the teacher, students will read the document for understanding. Then students will reread the document independently to identify the author's use of parallel structure (e.g., The Gettysburg Address, JFK Second Inaugural Address, FDR's New Deal, Letter from Birmingham Jail, etc.) Once they have noted examples of parallel structure, students can provide examples of their own, working in collaborative groups to share and discuss their understanding.

#### **Substituting and Replacing**

Teacher will select sample sentences from a chosen text. Students will replace original parallel words or phrases in a sentence with new parallel words or phrases that achieve proper structure. Once they have practiced, they can pair and share to compare and discuss their replacements.

#### **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. [This link will support English Language Learners by using Visual Thinking Strategies \(VTS\).](#) [Post art on an electronic discussion thread using the class LMS or another program. Students share and comment on the art and each other's posts and reasoning. This can be done before as a generator for the free write or after where students use parts of their free writes in the discussion.](#)

#### **Manipulatives**

Teachers will provide tactile and kinesthetic experiences to practice correct parallel structure. Groups get an envelope with sections of three sentences. For example, they need to mix and match the sections until all three sentences have parallel structure. There are many different options. Once they have created their sentences, ask the students to share in small groups and choose the best sentence construction to post on a whiteboard [or on a shared digital space such as a wiki or class blog](#). Providing an explanation of why they chose that sentence as the best construction will be a key part of follow up.

#### **Color-Code the Documents**

Students will use a document, either a model text or a text they have created, to color-code specific components of grammar (e.g., conjunctive adverbs=red, use of semicolon=green, etc.). Students should work in pairs to discuss their understanding of the components of grammar and be able to provide an explanation of why they coded the word or phrase as such. This coded document can be used in a shared resource space as a guide for future writing or grammar exercise.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

#### **Khan Academy**

Khan Academy offers free videos, practice, and quizzes to help prepare students for the SAT. [Use the grammar videos](#) to supplement lessons on grammar and provide visual applications for students.

#### **Keeping Grrrrrammar Weird**

This [PowerPoint](#) from the National Council of Teachers of English shows how to make human sentences using phrases and clauses. Great for kinesthetic learners, the presentation shows how to create the activity in classrooms.

#### **Pictorial Bank for Visual Thinking Strategies**

Visual Thinking Strategy (VTS) is an excellent way to enhance understanding with diverse learners. This [link](#) provides photographs of a variety of subjects from a range of periods that can be used to support your content.

#### **Quill**

The following [website](#), Quill, is equipped with free tools to help students become better writers and reinforcing grammar skills along the way. Students are provided instant feedback tailored to provide differentiated instruction.

#### **Purdue Owl on Parallelism**

Purdue Owl is the university's online writing lab. [This page](#) provides an explanation of how to correctly complete parallel structure with examples.

[Students work in pairs or small groups to become experts on a section of the OWL Purdue site. Students then create a tutorial to be shared online demonstrating the section and how that translates usefully to better writing. Students provide both instruction on navigating that part of the website and applying the information to research and/or writing.](#)

#### **Teaching Grammatical Structures**

This [link](#) provides concise support on teaching grammar based on Constance Weaver's book *The Grammar Plan*, which gives teachers engaging approaches that help students learn mechanics of language in meaningful ways.

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Knowledge of Language</i></b>
<b>Standard</b>	<p><b>L.9-10.3</b> 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.</p> <ul style="list-style-type: none"> <li>a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.</li> <li>b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</li> </ul>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to use knowledge of language and its conventions when writing, speaking, reading, or listening. A special emphasis is placed on the use of active versus passive verbs and verbs in the conditional or subjunctive mood.</b></p> <p><b><u>Content Elaborations</u></b>  Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use of 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. Experienced writers and speakers use appropriate, purposeful references and guidelines to assist them in producing effective communication. Editing of writing is necessary to ensure these guidelines are implemented correctly.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to 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.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Contrasting Models**

Students will read a variety of pieces about the same topic (e.g., poem, short story, newspaper article, encyclopedia entry, etc.) provided by the teacher. In pairs or small groups, students discuss how each text approaches the topic differently based on its genre and conventions. Students can choose three specific examples of how the different genre addresses the topic, and then prepare a short presentation that provides others in the class with an understanding of how the examples are different.

#### **Comparing Passages**

Students are shown examples of the same passage that have some element of language altered (e.g., written in a series of short sentences rather than complex sentences more appropriate to the topic or purpose of the piece, academic vocabulary replaced with simple terms, etc.). The teacher can lead the class as a whole to practice, and in their groups, students can create a list of the characteristics of the element of language and discuss the ways the different versions show the impact of language. Students rewrite a different passage attempting to modify the effects of a specific element of syntax using an example provided by the teacher or a rubric for the element being practiced. **Allow students to work in pairs the first time this is completed without the teacher to assist struggling learners.**

#### **Rubric Study**

Students are given a rubric with different elements of syntax and style. The class identifies and discusses how the elements differ at each level on the rubric. Students then apply the rubric to sample writings to determine what each piece rates. Students keep the rubric to assess their own writing.

#### **Annotated Bibliography**

Students are given a sample bibliography. As a class or in groups, all elements of the bibliography are identified and discussed. This works well as a gallery walk. With the teacher, students analyze the required elements of a citation, exploring why each part is required to give a full explanation of the resource. Students can then explore a topic of interest and identify resources that will best help them to learn about the topic. A bibliography is created for the sources, and the students provided a short explanation for the resource and why they chose to include it. Teachers can even require that the students use only one type of resource (peer-reviewed journals, blogs, or newspaper articles, for example).

#### **Putting the Pieces Together**

Teams are given all the elements needed to create a complete citation. The elements can be on note cards, magnetic strips, or in a virtual environment online. They compete to see which group is able to put it together correctly first. This can be expanded to include all elements of a bibliography.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

#### **Purdue Owl**

The [Purdue Online Writing Lab's style guides](#) are helpful, with detailed explanations and examples students can use to imitate various style guidelines.

#### **Citation Game**

Created by Williams College and Mount Holyoke College, the [Citation Game](#) asks students to compete to identify the correct citations and parts of a citation.

#### **The MLA Style Center**

The [website](#) for the Modern Language Association provides various resources on how to teach citations including a free online course.

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>
<b>Standards</b> 	<p><b>L.9-10.4</b> 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> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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, part of speech, or etymology.</li> <li>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).</li> </ol> <p><b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations</li> </ol> <p><b>L.9-10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Previous Grade Level Progression Statement</b>  <b>In the previous grade band, students were expected to determine or clarify the meaning of unknown and multiple-meaning words or phrases by identifying and understanding Greek and Latin affixes and roots, demonstrate understanding of figurative language such as figures of speech, understand word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.</b></p> <p><b>Content Elaborations</b>  Learning, as a language-based activity, is fundamentally and profoundly dependent on <b>Vocabulary and Acquisition and Use</b>. Knowing vocabulary goes beyond knowing a 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. Understanding the etymology and pronunciation of words and phrases allows students to apply vocabulary purposefully and precisely.</p>	

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>
<p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade band, students are expected to continue to autonomously determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p><b>Word Map</b>  Similar to a Frayer Model Template, introduce the vocabulary word and the map 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>Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept. Model how to write a definition using the information on the word map.</p> <p>Students upload their model (interactively, if possible). Students then respond to uses of the information on the post through an electronic method. Students respond electronically in a shared format to each other's model with possible definitions created the same way the action is modeled in class.</p> <p>With the teacher, students will read the document for understanding. Then students will reread the document independently to identify the author's use of figurative language, context clues, inferred meaning, etc. (e.g., The Gettysburg Address, JFK Second Inaugural Address, FDR's New Deal, Letter from Birmingham Jail, etc.) Students record readings in pairs so that while one reads, one holds up cards relating to literary devices. Students share or present this electronically.</p>	

## Instructional Supports for the Model Curriculum

### Cornell Notes

First, customize Cornell Template (prompted) to derive vocabulary specific responses from text. Model through the process of building responses in template: Reading text, analyzing text, building context clues, inferences, and then writing specific passages or words from text as evidence. Purposely prompt template with phrases, vocabulary in context and isolated vocabulary that students can find, identify, and define while reading text. Prompted on the left side and then student text-specific response with page number or specific words and phrases on the right side of the template. Can be an independent or collaborative activity.

### QHT Vocabulary

Expand prior knowledge of vocabulary. While reading, students will identify the following in the text:

Q – **questions** about terms they do not know

H -- words they may have **heard** and might be able to identify

T -- words they know well enough to **teach** other students

### Concept Circles

First, carefully read through a complex piece of text that students will be asked to read and understand in an upcoming unit. Look for a handful of words or terms that carry a significant amount of the meaning of the text, that relate to one another in multiple ways in developing the text's main concept, and that have meaning that builds over the course of the text. Use the [Concept Circle Guided Template Handout](#) to arrange vocabulary to support student understanding. Place the four supporting words/terms (*informed consent*, *biospecimen*, *genetic medicine*, and *commodification*) in the areas surrounding the central concept circle, leaving the center blank for students to determine through discussion and inference after reading.

Before reading the text, share the [Concept Circle Blank Template](#) and elicit students' prior knowledge about the terms, providing any necessary clarification or additional prompting. Explain to students how they should read the text (read aloud to the group as students follow along, in small groups silently or aloud, or silently as individuals) and give them time to read, take notes, and discuss, as appropriate. Support students in a discussion of the meanings of each of the key terms and how they relate to one another. Have students share findings and how they were able to make connections with text vocabulary.

### Syntax with “Jabberwocky”

Ask students to read the poem, “Jabberwocky” by Lewis Carroll silently, and then the teacher or a recording can read the poem aloud. Discuss general meaning as a class. Ask students to highlight the nonsense words, and rewrite the poem using real words to give the poem the meaning as discussed or understood. Ask students to identify what part of speech/grammar was used or needed to create meaning as well as how they were able to identify this.

## Instructional Supports for the Model Curriculum

### Scanning

Before doing a deep reading, students skim a text, glossary, dictionary, etc. and focus on bold or key words, phrases, or details. In notes, students write the words, phrases, details they have identified and make predictions as to how those words are going to work together. Once they have thoroughly read the text, students can go back and determine how well they predicted the relationships of the words they chose. Students should consider how the prediction affected their understanding of the text and analyze how the actual meaning and relationships of the words differed from the predictions.

### Context Clues in Context

Give students passages of text to read (maybe a text they are currently reading) with challenging words boldfaced. Ask students to determine the meaning of the underlined word. What context clues led to your understanding of the word? Highlight and list them. When finished, check answer.

Another variation might include providing students with the actual passages from an anchor text that the whole class is reading. Students would then need to determine the meaning of the word as it is used in context and then use a dictionary to find the correct entry to match the context.

### Instructional Resources/Tools

#### Word Map

A [word map](#) is a graphic organizer that requires students to consider vocabulary words from various approaches, including what it is not (antonym) and personal associations.

#### Supporting Language Development for Diverse Learners

This [comprehensive resource](#) includes webbing, mapping, and clustering graphic organizers, as well as additional information to support language acquisition and comprehension.

## English Language Arts Model Curriculum Update Writing Team

### GRADES 9-10

<i>Writing Team Member</i>	<i>District/Organization</i>
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<i>Cassandra Bradley</i>	Struthers City
<i>Amber Brubaker</i>	Franklin Monroe Local
<i>Whitney Childs</i>	Clark-Shawnee Local
<i>Karen Cox</i>	N/A
<i>Kimberly Culler</i>	Parma City
<i>Traci Davis</i>	Dayton City
<i>Sallie Fine</i>	South Euclid-Lyndhurst City
<i>Amy Firis</i>	Cincinnati Public
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<i>Tracy Hovest</i>	Washington Local
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<i>Diane Mealey</i>	Wooster City
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<i>Ashley Pacholewski</i>	Brunswick City
<i>Donnie Phelps</i>	Bellbrook-Sugarcreek Local
<i>Emily Rozmus</i>	INFOhio
<i>Amy Willoughby</i>	Dover City
<i>Susan Willoughby-Crawford</i>	Northwest Local

## English Language Arts Model Curriculum Resource Teams

### DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Diverse Learners	Technology	Career Connections
<i>Misty Ewry</i> , Southern Ohio Educational Service Center	<i>Bryan Drost</i> , Summit County Educational Service Center	<i>Teresa Castellaneta</i> , Millstream Career Tech Center
<i>Bonnie Brown</i> , Edgewood Middle School	<i>Rebecca Covey</i> , Greene County Vocational School District	<i>Shelly Ackley</i> , Pioneer Career and Technology Center
<i>Kathryn Browne</i> , Warren County Educational Service Center	<i>Stacy Falcone</i> , Piqua City Public School District	<i>Charmayne Polen</i> , Trumbull Career and Technical Center
<i>Carol McKnight</i> , Strongville High School	<i>Jennifer Csiszar</i> , Berea City Public School District	<i>Brecka Russo</i> , Joint Vocational School District
<i>Karen Powers</i> , Talawanda High School	<i>Judith Tucker</i> , Northwest Ohio Educational Technolgy	
<i>Tammy Dreisbach</i> , Millersport Elementary School	<i>Susan Holland</i> , STEM Education Consultant	
<i>Meghan Turon</i> , Cardinal High School		
<i>Marcia Wolford</i> , Gateway Middle School		
<i>Judith Jones</i> , Olentangy Shanahan Middle School		
<i>Karen Cox</i> , retired		

