



**NORWALK PUBLIC SCHOOLS, ENGLISH LANGUAGE ARTS DEPARTMENT**  
**RIGOROUS CURRICULUM DESIGN UNIT PLANNING ORGANIZER**

<b>SUBJECT(S):</b>	Transition English
<b>GRADE/COURSE:</b>	Grade 9/English I
<b>UNIT OF STUDY:</b>	Unit 2: <b>How do authors or writers use rhetoric to impact their audience?</b> (Nonfiction)
<b>UNIT TYPE(S):</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input checked="" type="checkbox"/> Thematic Skills: Reading Focus—Evaluate Persuasion, Main Idea Theme: Conflict
<b>PACING :</b>	Quarter 2 Aligns with <i>Edge</i> Unit 6

**OVERARCHING STANDARDS (OS)**

**Reading Standards for Literature**

RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Standards for Informational Text**

RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards**

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

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

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

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language Standards**

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

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

L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**PRIORITY AND SUPPORTING CCS**

## Priority Standards

**RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

**RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

**W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

**L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

## Supporting Standards

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

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

W.9-10.1.a: Introduce precise claim(s), distinguish claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

W.9-10.1.c: 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.

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

W.9-10.6: 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.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: 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.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

L.9-10.1.a: Use parallel structure.

**PRIORITY CCS**

<b>PRIORITY CCS</b>		
<b>CONCEPTS</b> (What students need to know)	<b>SKILLS</b> (What students need to be able to do)	<b>DOK LEVEL</b>
<b>RI.9-10.5</b> <b>Author’s Ideas/ Claims</b> <ul style="list-style-type: none"> <li>• <b>Development of Author’s Ideas/Claims</b></li> <li>• <b>Refinement of Author’s Ideas/Claims</b> <ul style="list-style-type: none"> <li>○ <b>Sentences</b></li> <li>○ <b>Paragraphs</b></li> <li>○ <b>Larger Portions of Text, Section, Chapter</b></li> </ul> </li> </ul>	<b>ANALYZE</b>	3  3

<p><b>RI.9-10.6</b>  <b>Author's Point of View/ Purpose</b></p> <p><b>Author's Use of Rhetoric</b></p> <ul style="list-style-type: none"> <li>• <b>Advancement of Author's Point of View</b></li> <li>• <b>Advancement of Author's Purpose</b></li> </ul>	<p><b>DETERMINE</b></p> <p><b>ANALYZE</b></p>	<p><b>3</b></p> <p><b>3</b></p>
<p><b>W.9-10.1</b>  <b>Argument</b></p> <p><b>Claims</b>  <b>Topics</b>  <b>Texts</b></p> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>• <b>Valid Reasoning</b></li> <li>• <b>Relevant Reasoning</b></li> </ul> <p><b>Evidence</b></p>	<p><b>WRITE</b></p> <p><b>SUPPORT, ANALYZE</b></p> <p><b>USE</b></p>	<p><b>3</b></p> <p><b>3</b></p> <p><b>3</b></p>
<p><b>SL. 9-10.3</b>  <b>Speaker</b></p> <ul style="list-style-type: none"> <li>• <b>Point of View</b></li> <li>• <b>Reasoning</b></li> <li>• <b>Evidence</b></li> <li>• <b>Rhetoric</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Fallacious Reasoning</b></li> <li>• <b>Exaggerated/Distorted Evidence</b></li> </ul>	<p><b>EVALUATE</b></p> <p><b>IDENTIFY</b></p>	<p><b>3</b></p> <p><b>2</b></p>
<p><b>L.9-10.3</b>  <b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>• <b>Function of Language in Context</b></li> <li>• <b>Effective Language Choices</b> <ul style="list-style-type: none"> <li>○ <b>Meaning</b></li> <li>○ <b>Style</b></li> </ul> </li> <li>• <b>Comprehension of Language</b> <ul style="list-style-type: none"> <li>○ <b>Reading</b></li> <li>○ <b>Listening</b></li> </ul> </li> </ul>	<p><b>APPLY</b></p> <p><b>UNDERSTAND</b></p> <p><b>CHOOSE</b></p> <p><b>APPLY</b></p>	<p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p>

**SKILLS AT A GLANCE**

CONCEPTS (What students need to know)	SKILLS (What students need to be able to do)	DOK LEVEL
<p><b><u>Literary Analysis:</u></b></p> <ul style="list-style-type: none"> <li>• Rhetorical Structure</li> <li>• Rhetorical Devices                             <ul style="list-style-type: none"> <li>○ Parallelism</li> <li>○ Analogy</li> <li>○ Hyperbole</li> <li>○ Appeal to Emotion</li> <li>○ Appeal to Authority</li> <li>○ Appeal to Reason</li> </ul> </li> </ul>	IDENTIFY, ANALYZE	1, 3
<p><b><u>Reading Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Critique</li> <li>• Persuasive Language</li> <li>• Central Idea</li> <li>• Structure</li> <li>• Autobiography</li> </ul>	IDENTIFY, ANALYZE	2, 3
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Content Area Vocabulary</li> <li>• Etymology</li> <li>• Big Question Vocabulary</li> <li>• Words with Multiple Meanings</li> <li>• Connotative Meaning</li> <li>• Denotative Meaning</li> </ul>	IDENTIFY, INFER, ACQUIRE, USE	2
	USE, IDENTIFY, DIFFERENTIATE	2
<p><b><u>Conventions:</u></b></p> <ul style="list-style-type: none"> <li>• Active and Passive Voice</li> <li>• Verb Tense</li> <li>• Subject-Verb Agreement</li> <li>• Direct and Indirect Objects</li> <li>• Predicate Nominatives and Predicate Adjectives</li> <li>• Sentence Structure</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Parallelism</li> </ul>	IDENTIFY, USE, DEMONSTRATE (command of)	1

<b>Writing:</b> <ul style="list-style-type: none"> <li>• Elements of Writing <ul style="list-style-type: none"> <li>○ Persuasive Writing</li> </ul> </li> </ul>	IDENTIFY, USE,PRODUCE	1 1, 3 1
<b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>• Information, Findings, Supporting Evidence</li> <li>• Digital Media</li> <li>• Speaker’s Point of View, Reasoning, Rhetoric</li> </ul>	PRESENT USE EVALUATE	3 3 3

ESSENTIAL QUESTION(S)	CORRESPONDING BIG IDEAS
How do authors use rhetoric to impact their audience?	This information will be developed in coordination with students as the unit progresses through multiple texts that focus on the “Big Question.”

KEY VOCABULARY TERMS ASSOCIATED WITH UNIT OF STUDY		
TEXT VOCABULARY	ACADEMIC VOCABULARY	ELA CONTENT AREA VOCABULARY
Words from required readings which may be new or unknown to students.	High frequency words used by mature language users across several content areas. Words with multiple meanings might be on this list, as well.	Words particular to the study of English Language Arts. These words build a central and conceptual understanding of instruction.
<i>See vocabulary identified within the textbook for each of the specific titles listed below in the “Resources” section of this document as “Required Readings.”</i>	assumption, circumstance, convince, credible, perspective, speculate, verify, manipulate, distort, perceive, skeptics, appreciate, argument, amicably, equity, antagonize, grievance, ambiguous, clarify, concept, insight, research, fact, feeling, sources, statistics	cause and effect, persuasive, speech, summarize, narrative, critique, autobiographical,

RESOURCES		
REQUIRED READINGS	STUDENT RESOURCES	TEACHER RESOURCES
	Components of Pearson Prentice Hall Common Core Literature	Components of Pearson Prentice Hall Common Core Literature
<b><u>Literary Analysis Workshop:</u></b>	Student Edition Textbook (2 Volume Set) Pearson Student Successnet Online Access All-in-One Workbook	Teacher Edition Textbook (Single Volume) Pearson Teacher Online Access All-in-One Workbook, Answer Key

<ul style="list-style-type: none"> <li>• “I Have a Dream” by Dr. Martin Luther King, Jr. (Textbook: p. 542)</li> <li>• “Before Hip-Hop was Hip-Hop” by Rebecca Walker (Textbook: p. 435)</li> <li>• (Hip-Hop as Culture in <i>Edge</i> ESL 3)</li> <li>• Teacher selection of a high interest persuasive or argumentative speech with effective use of rhetorical devices (Logos, Ethos, Pathos) (advertising)</li> <li>• Court cases</li> <li>• “You Are Not Special” by David McCollough (2012 Commencement Speech at Wellesley High School)</li> <li>• <i>Lord of the Flies</i> by William Golding (Debate test)</li> <li>• Teacher selection of a critique of a speech by one of the following: <ul style="list-style-type: none"> <li>○ Dr. Martin Luther King</li> </ul> </li> </ul>	<p>Reader’s Notebook (On-Level, Adapted, ELL, Spanish) Reality Central Anthology</p>	<p>Reader’s Notebook, Teaching Guide Units 1-6 Resources Professional Development Guidebook Classroom Strategies and Teaching Routines Daily Bell-ringer Activities Reading Kit: Reading &amp; Literacy Intervention e-Text Student Edition, CD-ROM Teacher Resources, CD-ROM Exam View Test Bank, CD-ROM Media Studio Bundle See It! PH LIT Video Program Hear It! PH Lit Audio Program Virtual Art Museum CD-ROM Reality Central, Grade 6-8 (30 per grade level)</p>
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ASSESSMENTS	
REQUIRED ASSESSMENTS	SUPPLEMENTAL ASSESSMENTS (OPTIONAL)
<ul style="list-style-type: none"> <li>• Pre-assessment on rhetorical devices and their impact</li> <li>• Final Assessment: Students compose a persuasive speech to affect social, political, moral change using rhetorical tools and structure (given a checklist). Students highlight the rhetorical tools used.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral delivery of the persuasive speech</li> </ul>

**STANDARDIZED ASSESSMENT CORRELATIONS**

**(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)  
(State, College and Career)**

**EXPECTATIONS FOR LEARNING IN LANGUAGE ARTS (ENGLISH) AND LITERACY IN ALL DISCIPLINES (HISTORY/SOCIAL STUDIES, SCIENCE/TECHNICAL, WORLD LANGUAGES)**

(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

- Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

**21<sup>ST</sup> CENTURY SKILLS CORRELATIONS**

**(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)**

**AREAS OF ALIGNMENT FOR ALL DISCIPLINES**

- Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
- Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team's success.