



# *English Language Arts*

Curriculum Pacing Map  
Grades 9-10

*City School District of Albany*



**City School District of Albany  
ELA Curriculum Pacing Map  
Grades 9 – 10 (Revised 2007)**

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## Overview

The **Core Curriculum for English Language Arts** is a document that outlines the competencies that students must demonstrate in order to successfully achieve the New York State Learning Standards, thus, becoming literate students and literate citizens. The Mission Statement for English Language Arts states our collective goal, at all levels of instruction – elementary, intermediate and commencement – as not only having students meet the NYS Standards, but with support and daily exposure to good literature, narrative and non-narrative writing, speaking and listening opportunities, exceed them.

The **English Language Arts Standards** each begin with the words: **The student will read, write, listen and speak** for four connected, yet separate and distinct purposes:

- 1. Information and understanding**
- 2. Literary response and expression**
- 3. Critical analysis and evaluation and**
- 4. Social interaction**

Each Standard has a **Performance Indicator – a general statement**, which identifies what students should be able to do receptively as listeners and readers and demonstratively, as speakers and writers. Here is an example for Standard 1:

As **Listeners and Readers**, students will collect data, facts, and ideas, discover relationships, concepts, generalizations, and use knowledge generated from oral, written, and electronically produced texts. As **Speakers and Writers**, they will use oral and written language to acquire, interpret, apply and transmit information.

**Specific Literacy Outcomes** are the learning goals that students must achieve in order to successfully meet the Standard, and in this document are identified both by number and name descriptor, as follows in this example under **Standard 1**:

**Students will read, write, listen and speak for information and understanding.**

**Literacy Outcomes:**

- 1.1 Constructing Meaning**
- 1.2 Text Understanding**
- 1.3 Interpreting and Analyzing Information, etc.**

The **Literacy Outcomes**, which are the identified goals, have implication for both the learner and the instructor. To that end, it was necessary to create a Curriculum Pacing Map, which outlines specifically the role of the student and the teacher in the process of literacy acquisition. The Curriculum Pacing Map identifies the literacy skills – what the student will be doing in order to be actively involved and engaged in the learning, moving toward mastery (**Develop effective note-taking strategies, recognize a range of literary elements and techniques, write interpretive and responsive essays**), etc. On the ELA Curriculum Pacing MAP, this is worded:

*Readers and writers will:*

The Curriculum Pacing Map will identify through the “**Skills**” column both the reading and writing tasks students will be asked to perform throughout the year. Teachers will use the “**Skills**” column to develop lessons that focus on strategies to master the skills necessary for academic achievement. Using the “**Resources**” column will provide teachers with a list of reading and writing materials to be used for instruction.

In addition to the skills and strategies that are the foundation of all learning – curriculum (**what** we teach) and instruction (**how** we teach it), it is equally important that we always remain mindful of the assessments – how we measure student learning. Keeping in mind that the New York State Comprehensive Regents Exam assesses student competency of reading, listening and writing, it is important that students are familiar with the kinds of questions that are reflected and tasks that are required on these assessments, both from the standpoint of content and language.

The final component of the Curriculum Pacing Map, therefore, is **Assessments** which will provide teachers with the language of the assessments and the core tasks students will be asked to perform on the standardized tests. Embedding these questions in general literacy practice routinely will better prepare students for academic excellence.

The revised Curriculum Pacing Map reflects the efforts of a small group of dedicated and committed high school teachers. Their hard work will provide you with an easily accessible guide and structure for implementing our new literacy collaborative.

### **What is a Curriculum Pacing Map and how does it inform instruction:**

A Curriculum Pacing Map in the English Language Arts differs from a map in other core content areas, by virtue of the spiral nature of the ELA curriculum. By way of example, a skill such as teaching students how to locate the main idea or to identify a theme that runs through a work of literature or to define and describe the function of text features in a non-narrative work is not a skill that is taught once and not taught again. Rather, the ELA curricular structure is graduated; students are introduced to, practice and are assessed on a skill, only to have the teacher re-teach or move the students forward to another, more sophisticated variant of the same skill.

In the case of main idea, for example, students are taught the skills of summarizing, identifying plot and subplots, extrapolating key ideas and discarding insignificant information that the author provides, locating a controlling thread and looking at a literary work through a critical lens. This is why the New York State Learning Standards for the subject remain constant from early literacy through accelerated honors coursework in the field through grade 12.

**A Curricular Pacing Map cannot, therefore, be written according to a timeline.** It can, however, be written according to the skills and strategies that students must have under control at pivotal points in their elementary, middle school, and high school careers – during the elementary level, Pre-Kindergarten through Grade 4, and at the intermediate level, Grade 5 through Grade 8, and Grade 9 through Grade 12 according to the State Education Department instructional framework. It must be Standards-driven and reflect the key ideas or learning goals that students must achieve along the continuum. It is

designed to inform teachers to determine what needs to be taught and provides ideas and strategies for teaching the required content.

The design of the document allows for teachers to move forward and backward – to accelerate those students who clearly have requisite skills and to fill-gap information for those who have literacy deficits. It is a fluid document that can be used as a checklist to ensure that students are given the instruction necessary for them to meet and exceed the New York State Learning Standards in the English Language Arts.

The ELA Curriculum Pacing Map does, however, have implication for subjects other than English. The need for students to read for information and understanding, for example, is both a need and an expectation for all students in all subject areas – Math, Science and Social Studies as well as the fine arts. As teachers look at the first pages of the CPM and see the Literacy Outcomes of Constructing Meaning or Analyzing Text or Summarizing, it is clear to see that the suggested strategies are important for all subject area teachers to teach as they involve student into subject or content area learning. This is why English Language Arts is often referred to as the “umbrella discipline” – as without the ability to read proficiently, write competently, speak effectively and listen critically, and students will struggle with content in all subject areas across the curriculum.

## Glossary for ELA Core Curriculum Pacing Map

In writing the strategies that the teacher must use in teaching students the skills necessary to ensure mastery, it occurred to the curricular writing team that due to the fact that:

- Different resources are used in teaching literacy in our schools
- Different programs govern the way that literacy is taught
- Different programs use terminology that is unique to that program but has synonymous meaning with terms used in other programs

it was important to create a glossary of terms that are used in the document that will inform the reader of their meaning in the delivery of literacy instruction. Some of the frequently used terms that appear in the document are as follows:

<b>Active Listening</b>	Student becoming a willing participant in the listening process: note-taking, questioning, paying attention to cues/ keywords, etc.
<b>Active Reading</b>	Student becoming a willing participant in the reading process: note-taking, questioning, predicting, etc.
<b>Analytical Response</b>	A response in which students break down a literary work into components or essential features
<b>Compare and Contrast Essay</b>	An essay in which students look at the similarities and differences of two different mediums/texts, or within a certain medium/text
<b>Component Retest</b>	Component retests are offered to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English twice is retested only on the areas of the learning standards in which the student has been proven deficient.
<b>Comprehension</b>	Sense making; understanding as demonstrated by student's ability to respond to prompts, retell, make connections – text to self, text to text, text to world.
<b>Controlling Idea</b>	An idea or theme present in two different literary texts
<b>Critical Lens Essay</b>	Regents task number four that requires students to write an essay in which they analyze two literary texts in relation to a certain perspective provided in the “critical lens” quote provided
<b>Genre</b>	A kind or type of reading and writing – poetry, mystery, realistic fiction, non-fiction or non-narrative are samples of reading and writing genre
<b>Graphic Organizer</b>	Visual representations of knowledge, concepts or ideas
<b>Interval Assessment</b>	An exam given at various scheduled times in the school year to assess student understanding in a variety of areas
<b>Library Database</b>	Various resources set up by the media specialists to assist in student research
<b>Memoir</b>	A narrative composed from a personal experience that focuses on the significance of the relationship between the

	writer and another individual (or thing) and is supported by memories of specific experiences
<b>Paired Passage Essay</b>	An essay in which the student formalizes a controlling idea based on two texts written by two different authors
<b>Paired Texts</b>	Texts on the same topic by two or more authors
<b>Practice PSAT</b>	A test that measures critical reading, math problem solving, and writing skills. The PSAT is an indicator of how a student will perform on the SAT
<b>Primary Source</b>	Original manuscripts, contemporary records, or documents (speeches, letters, interviews, diaries) created at the time an event occurred
<b>Portfolio</b>	Collection of student writing that should be saved and collected by the teacher
<b>Reader Response Journals</b>	A tool to record student reactions and responses to discussion questions or prompts, as well as a means to record questions or statements that occur to the reader as he/she reads. Can also be used as a place to record new vocabulary or confusions
<b>Research Paper</b>	A paper written to reflect a search that will present information to support a point of view on a particular topic
<b>Secondary Source</b>	Interprets and analyses primary sources. Secondary sources are one step removed from the event being described but provide the background necessary to understand the primary sources. Some types of secondary sources are: textbooks, journal articles, histories, criticisms, commentaries, and encyclopedias
<b>Style Sheet</b>	A sheet summarizing the editorial conventions to be followed in preparing text for publication
<b>Teacher Generated Assessments</b>	A variety of assessments created by the teacher to check for understanding and comprehension of skills directly connected to specific literary units
<b>Thesis</b>	The basic argument advanced by a speaker or writer who then attempts to prove it
<b>Works Cited</b>	A term used (MLA style), to refer to the list of items included in the bibliography of a research paper

# City School District of Albany

## English Language Arts Curriculum Pacing Map and Core Curriculum

### **Grade 9**

# SEPTEMBER

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
	<p><b>Genre Study:</b></p> <p><b>Fiction / Poetry / Non-Fiction</b></p> <p><b>HOW DO I BECOME AN ACTIVE READER/ LISTENER?</b></p>	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> <li>• Students select and use strategies they have been taught for note-taking, organizing, and categorizing information.</li> </ul> <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Students write stories, poems, literary essays, and plays that observe the conventions of genre and contain interesting and effective language and voice</li> <li>• Students will recognize some features that distinguish the genres and use those features to aid comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A Small Place (REQ – 9HR)</b></li> <li>• <b>Summer Reading Book (REQ.)</b></li> <li>• Teacher selected materials</li> <li>• Graphic Organizers</li> <li>• Various Short Stories: “The Wife’s Story” “The Most Dangerous Game” (etc.)</li> <li>• Non-Fiction Texts “Little Things Are Big” “We’ll Go Forward from this Moment” (etc.)</li> <li>• Poetry “Phenomenal Woman” “The Rose that Grew from Concrete” “The Whipping”</li> <li>• Holt Language Handbook</li> </ul>	<p>Readers and writers will:</p> <ul style="list-style-type: none"> <li>• Develop effective note-taking strategies</li> <li>• Develop and demonstrate skills to become successful active readers</li> <li>• Develop and demonstrate skills to become successful active listeners</li> <li>• Develop reading comprehension strategies</li> <li>• Establish routines that will support reading and writing work throughout the year</li> <li>• Analyze story elements</li> <li>• Distinguish one genre from another</li> <li>• Produce one piece from each genre using the same seed idea</li> <li>• Review spelling rules</li> </ul>	<p>Summer Reading Project</p> <p>Pre-Test Interval Assessment</p> <p>Portfolio of Genre Writing Pieces</p> <p>Teacher Generated Assessments</p> <p>Spelling Test</p> <p><b>COMPONENT RETEST/ RCTs (LISTENING)</b></p>

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<p style="font-size: 2em; margin: 0;">OCTOBER</p>	<p style="margin: 0;">THEME:</p> <p style="margin: 0;"><b>DECISIONS and CONSEQUENCES</b></p>	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> <li>• Students will compare and synthesize information from different sources</li> </ul> <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Understand the literary elements of setting, plot, character, theme, and point of view and compare those features to other works and their own lives</li> <li>• Use inference and deduction to understand the text</li> </ul> <p>NYS Standard #3: Language for Social Interaction</p> <ul style="list-style-type: none"> <li>• Listen attentively and recognize when it is appropriate for them to speak</li> <li>• Take turns speaking and responding to others' ideas in conversations on familiar topics.</li> </ul>	<p>Books:</p> <p><b><u>We Beat the Streets</u> (9R – REQ.)</b> ed. Sharon Draper <i>Monster</i> Walter D. Myers <i>Hole In My Life</i> Jack Gantos <i>Life In Prison</i> Stanley “Tookie” Williams <i>Ten Little Indians</i> Agatha Christie <i>Shattering Glass</i> Gail Giles</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul> <p>Short Stories:</p> <ul style="list-style-type: none"> <li>• Teacher Selections</li> <li>• <u>No Easy Answers</u> Anthology</li> </ul> <p>Non-Fiction suppl.:</p> <ul style="list-style-type: none"> <li>• “Why Children Are Killing Children...”</li> </ul> <p>Movies:</p> <ul style="list-style-type: none"> <li>• <i>Redemption</i></li> <li>• <i>A Hero Ain't Nothin' But A Sandwich</i></li> </ul> <p>Holt – Language Handbook</p> <p>9<sup>th</sup> Grade Vocabulary Bank</p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Continue to develop note-taking strategies</li> <li>• Continue to develop reading comprehension strategies</li> <li>• Establish organizational strategies</li> <li>• Analyze informational texts</li> <li>• Compare / contrast texts / films</li> <li>• Develop constructive discussion strategies</li> <li>• Begin vocabulary development from 9<sup>th</sup> grade bank</li> <li>• Be introduced to critical lens essay format</li> <li>• Use graphic organizers to develop writing</li> <li>• Analyze and develop story elements</li> <li>• Use and understand inference</li> <li>• Learn the parts of speech and verb agreement</li> </ul>	<p><b>Teacher</b> Generated Assessments</p> <p>Journals</p> <p>Projects</p> <p><b>REGENTS TASK 4: CRITICAL LENS ESSAY</b></p> <p>Grammar Test</p>

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>NOVEMBER / DECEMBER</b>	<b>THEME:</b>  <b>DECISIONS</b>  <b>and</b>  <b>CONSEQUENCES</b> (continued)	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> <li>• Students will relate new information to prior knowledge and experience</li> </ul> <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Students will identify significant literary elements and use those elements to interpret the work</li> <li>• Use inference and deduction to understand the text</li> <li>• Write pieces that observe the conventions of the genre and contain interesting and effective language and voice</li> </ul> <p>NYS Standard #4: Language for Social Interaction</p> <ul style="list-style-type: none"> <li>• Students will express ideas and concerns clearly and respectfully in conversations and group discussions</li> </ul>	<p>Books:</p> <p><b><i>Romeo &amp; Juliet (REQ.)</i></b>  <b>W. Shakespeare</b>  <i>If You Come Softly</i>            J. Woodson  <i>Go Ask Alice</i>            Anonymous</p> <p>Holt Reader            3<sup>rd</sup> Course            Pgs 912-924</p> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• “Why Black Men Date White Women”</li> <li>• “Love Is Not All: It Is Not Meat Nor Drink:</li> </ul> <p>Holt Language Handbook</p> <p>Media –</p> <ul style="list-style-type: none"> <li>- <i>Romeo &amp; Juliet Movie (1968/1996)</i></li> <li>- <i>Save the Last Dance</i></li> <li>- <i>Life of Drama: Shakespeare (A &amp; E)</i></li> </ul> <p>9<sup>th</sup> Grade Vocabulary Bank</p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Continue to develop note-taking strategies</li> <li>• Continue to develop reading comprehension strategies</li> <li>• Analyze the characteristics of dramatic literature, including tragedy</li> <li>• Analyze the function of dialogue, scene design, soliloquies, asides, and character foils in dramatic literature</li> <li>• Analyze the way a work of literature relates to the themes and issues of its historical period</li> <li>• Establish and develop a definition of “the tragic hero”</li> <li>• Analyze the 5-Act plot sequence</li> <li>• Continue with vocabulary development from context</li> <li>• Recognize proper sentence structure</li> <li>• Develop paragraph writing</li> </ul>	<p>Teacher Generated Assessments</p> <p><i>Romeo &amp; Juliet:</i>  <a href="http://www.go.hrw.com">www.go.hrw.com</a>            (keyword: LE5 9-11)</p> <p>Holt Online Assessment</p> <p><b>REGENTS TASK 4: CRITICAL LENS ESSAY</b></p> <p>Grammar Test</p>

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<p style="font-size: 2em; margin: 0;">JANUARY</p>	<p style="margin: 0;">THEME:</p> <p style="margin: 0;"><b>IMPORTANCE</b></p> <p style="margin: 0;">of</p> <p style="margin: 0;"><b>COMMUNICATION</b></p> <p style="margin: 0;">*****</p> <p style="margin: 0;">Introduction of Research</p>	<p>NYS Standard 1: Language for information and understanding</p> <ul style="list-style-type: none"> <li>• Students compare and synthesize information from different resources</li> <li>• Students use a wide variety of strategies for selecting, organizing, and categorizing information</li> </ul> <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Students identify significant literary elements and use those elements to interpret the work</li> </ul> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> <li>• Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience</li> </ul>	<p>Books:</p> <p><i>Lost in Yonkers</i> N. Simon</p> <p><u>Speak</u> L.H. Anderson</p> <p>Biography of choice</p> <p>Various short stories:</p> <ul style="list-style-type: none"> <li>• Teacher Selections</li> <li>• Excerpt from “Target”</li> </ul> <p>Poems:</p> <ul style="list-style-type: none"> <li>• Teacher Selections</li> <li>• “A Word Is Dead”</li> <li>• “The Courage my Mother Had”</li> </ul> <p>Non-Fiction text:</p> <p>“Speaking Out” L. H. Anderson</p> <p>Test Smarts pp. 1007-1017</p> <p>Holt Language Handbook</p> <p>9<sup>th</sup> grade vocabulary bank</p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Analyze and compare themes of two texts</li> <li>• Continue to develop note-taking strategies</li> <li>• Continue to develop reading comprehension strategies</li> <li>• Identify literary devices used in poetry</li> <li>• Develop vocabulary</li> <li>• Develop sentence structure (complete &amp; effective sentences)</li> </ul> <p>Research based:</p> <ul style="list-style-type: none"> <li>• Identify steps of producing a research paper</li> <li>• Give an oral presentation</li> <li>• Identify characteristics of biography, memoir, and autobiography</li> <li>• Review traits of writing (voice, word choice, organization, and conventions)</li> </ul>	<p>Interval Midterm Assessment</p> <p>Teacher Generated Assessments</p> <p>Reader Response Journals</p> <p>Grammar Test</p> <p><b>REGENTS TASK 3: PAIRED PASSAGE</b></p> <p>Research Paper</p> <p>Biography Presentation</p>

# FEBRUARY

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
	<p>THEME:</p> <p><b>HEROES</b></p> <p>*****</p> <p><b>Learning to Evaluate an Argument</b></p>	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> <li>• Students interpret and analyze information from non-fiction texts</li> </ul> <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Students evaluate literary merit based on an understanding of the genre and the literary elements</li> </ul> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> <li>• Assess the quality of texts and presentations, using criteria related to the genre, subject area, and purpose</li> </ul>	<p>Books: <u>Animal Farm</u> George Orwell <b><i>The Odyssey (9HR– REQ)</i></b> <b>Homer</b></p> <p>Informational Texts:</p> <ul style="list-style-type: none"> <li>• “Where I Find My Heroes”</li> <li>• “Celebrated, Controversial...”</li> <li>• “Heroes with Solid Feet”</li> <li>• “Bang: Guns, Rap...”</li> <li>• MLK Jr. speeches</li> <li>• “Lincoln is Shot”</li> <li>• “Harriet Tubman: Conductor on the Underground Railroad”</li> <li>• Chuck D interview</li> </ul> <p>Myth: The Fenris Wolf</p> <p>Holt Language Handbook</p> <p>Media:</p> <ul style="list-style-type: none"> <li>• Various speech CDs</li> <li>• <i>O Brother, Where Art Thou</i></li> </ul>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Identify the characteristics of a myth, archetypes, and heroes</li> <li>• Identify cause and effect</li> <li>• Develop critical thinking strategies</li> <li>• Learn to read an informational text</li> <li>• Evaluate the credibility of an author’s argument</li> <li>• Develop persuasive argument</li> <li>• Make inferences</li> <li>• Identify the characteristics of rhetoric</li> <li>• Explore capitalization and punctuation</li> </ul>	<p>Teacher Generated Assessments</p> <p>Oral Presentation (persuasive argument)</p> <p>Grammar Test</p> <p><b>REGENTS TASK 2: READING FOR INFORMATION</b></p> <p><b>REGENTS TASK 1: LISTENING PASSAGE</b></p>

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>MARCH / APRIL</b>	<b>THEME:</b>  <b>JUSTICE</b>  <b>and</b>  <b>MAKING JUDGMENTS</b>	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Students will recognize and understand the significance of a wide range of elements and techniques, and use those elements to interpret the work</li> <li>• Use standard English skillfully and with an individual style</li> </ul> <p>NYS Standard #4: Language for Social Interaction</p> <ul style="list-style-type: none"> <li>• Make effective use of language and style to connect the message with the audience and context</li> </ul>	<p><b><u>To Kill A Mockingbird</u></b> <b>(REQ.)</b> <b>Harper Lee</b> <i>Merchant of Venice</i> Shakespeare</p> <p>Various short stories:  <ul style="list-style-type: none"> <li>• “Thank You Ma’am”</li> <li>• “Cask of Amatillado”</li> <li>• “The Lady or the Tiger?”</li> </ul> </p> <p>Informational Text: “A Defense of the Jury System”</p> <p>Poem: “The Road Not Taken” Robert Frost</p> <p>Media:  <ul style="list-style-type: none"> <li>- <i>TKAM video</i></li> <li>- Strange Fruit recording</li> <li>- <i>A Time To Kill</i> film</li> <li>- <i>Merchant of Venice</i> film</li> </ul> </p> <p>Holt Language Handbook  9<sup>th</sup> Grade Vocabulary Bank</p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Make text to life connections</li> <li>• Analyze story elements</li> <li>• Strengthen vocabulary development</li> <li>• Evaluate arguments</li> <li>• Make inferences</li> <li>• Develop essay writing structures</li> <li>• Work on usage</li> </ul>	<p><b>Teacher</b> Generated Assessments</p> <p>Test Practice Holt 3<sup>rd</sup> Course</p> <p>Interval Assessment #3</p> <p><b>REGENTS TASK 3: PAIRED PASSAGE</b></p> <p>Grammar Test</p>

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>MAY / JUNE</b>	<p>THEME:</p> <p><b>SELF- ACTUALIZATION</b></p> <p>*****</p> <p><b>Final Exam Prep</b></p>	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> <li>• Students will use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively</li> </ul> <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Students will identify the distinguishing features of different literary genres, periods, and traditions and use those features to interpret the work</li> </ul>	<p><b><u>Their Eyes Were Watching God</u> (9HR – REQ)</b>  <b>Zora Neale Hurston</b>  <u>The Contender</u>            Robert Lipsyte  <u>The Good Earth</u>            Pearl Buck  <u>Great Expectations</u>            Charles Dickens</p> <p>Poems:</p> <ul style="list-style-type: none"> <li>• Teacher Selections</li> <li>• “I’m nobody...”                  E. Dickinson</li> <li>• “Phenomenal Woman”                  M. Angelou</li> </ul> <p>Short Stories:            “A Piece of Steak”</p> <p>Films:</p> <ul style="list-style-type: none"> <li>• <i>Cinderella Man</i></li> <li>• <i>Their Eyes Were Watching God</i></li> <li>• <i>Great Expectations</i></li> <li>• <i>The Good Earth</i></li> </ul> <p>Non-Fiction:            “Sex, Lies, and Videos: the Images We See...”</p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies for comprehension</li> <li>• Demonstrate skills of being a successful reader</li> <li>• Analyze story elements</li> <li>• Reevaluate their skills as a writer</li> <li>• Develop note-taking strategies</li> <li>• Develop test-taking strategies</li> </ul>	<p>Interval Assessment #4</p> <p>Teacher Generated Assessments</p> <p>Teacher Generated Final</p> <p><b>PRACTICE REGENTS EXAM</b></p>

## Professional Resources:

### SEPTEMBER:

- CSDA Writing Instructional Manual
- Teaching Reading in the Content Areas: If Not Me, Then Who? by Rachel Billmeyer
- Action Strategies for Deepening Comprehension by Jeffrey D. Wilhelm
- Novel Unit Binders (all months)

### OCTOBER:

- Teaching Reading in the Content Areas: If Not Me, Then Who? by Rachel Billmeyer

### NOVEMBER/DECEMBER:

- Heritage: African American Readings for Writing 2<sup>nd</sup> Edition by Margaret Giles Lee and others

### JANUARY:

- Teaching Reading in the Content Areas: If Not Me, Then Who? by Rachel Billmeyer

### FEBRUARY:

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- CSDA Writing Instructional Manual
- Exploring Informational Texts: From Theory to Practice ed. By Linda Hoyt & others

### MARCH/APRIL:

- Teaching Reading in the Content Areas: If Not Me, Then Who? by Rachel Billmeyer
- I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani

### MAY/JUNE:

- Teaching Reading in the Content Areas: If Not Me, Then Who? by Rachel Billmeyer
- Action Strategies for Deepening Comprehension by Jeffrey D. Wilhelm
- CSDA Writing Instructional Manual
- Thinking Strategies for Student Achievement: Improving Learning Across the Curriculum, K – 12 by Denise D. Nessel & others

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\*\* PREVIOUS REGENTS EXAMS can be obtained at <http://www.nysedregents.org/testing/hsregents.html>

# City School District of Albany

## English Language Arts Curriculum Pacing Map and Core Curriculum

Grade 10

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>SEPTEMBER</b>	<p>REVIEW:</p> <p><b>Genre Study</b> *</p> <p><b>Elements of Literature</b> *</p> <p><b>Grammar</b></p> <p>*****</p> <p>Exposure to PSAT format</p>	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> <li>• Read, view and respond independently to literary works that represent a range of social, historical and cultural perspectives</li> <li>• Explain how the author’s use of literary devices affects meaning</li> <li>• Recognize features of literary genres</li> </ul> <p>NYS Standard #4: Language for Social Interaction</p> <ul style="list-style-type: none"> <li>• Respect the age, gender, social position, and cultural traditions of the speaker</li> </ul>	<p>Short Stories:</p> <ul style="list-style-type: none"> <li>• Teacher Selections</li> <li>• “Araby” James Joyce</li> <li>• “A Clean, Well-Lighted Place” E. Hemingway</li> <li>• “Gryphon” Charles Baxter</li> <li>• “Lamb to the Slaughter” Roald Dahl</li> </ul> <p>Non-Fiction Texts:</p> <ul style="list-style-type: none"> <li>• “Why Literature” <i>The New Yorker</i></li> <li>• “My Self-Education” Malcolm X</li> </ul> <ul style="list-style-type: none"> <li>• Holt Language Handbook</li> <li>• 10<sup>th</sup> Grade Vocabulary Word Bank</li> </ul>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Read critically</li> <li>• Define and recognize and literary elements</li> <li>• Write an interpretive essay</li> <li>• Write a responsive literary essay</li> <li>• Identify and define the characteristics of a specific genre</li> <li>• Recognize a range of literary elements and techniques such as figurative language</li> <li>• Demonstrate appropriate classroom discussion techniques</li> <li>• Develop vocabulary</li> <li>• Review spelling rules</li> </ul>	<p>Interval Pre-Test</p> <p>Teacher Generated Assessments</p> <p>Practice PSAT</p> <p>Grammar Test (spelling)</p>

MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<p><b>OCTOBER</b></p>	<p>THEME:  <b>QUESTIONING AUTHORITY</b></p>	<p>NYS Standard 2: Students will write for literary response and expression</p> <ul style="list-style-type: none"> <li>•Recognize relevance of literature to contemporary and/or personal events and situations</li> <li>•Examine the development and impact of literary elements</li> </ul> <p>NYS Standard 3: Students will read for critical analysis and evaluation</p> <ul style="list-style-type: none"> <li>•Analyze and evaluate poetry in order to recognize the use and effect of figurative language</li> </ul>	<p>Books:</p> <ul style="list-style-type: none"> <li>• <u>Fahrenheit 451</u> Ray Bradbury</li> <li>• <u>Butterfly Revolution</u> William Butler</li> <li>• <u>Lord of the Flies</u> William Golding</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>• Teacher Selections</li> <li>• “There Will Come Soft Rains” Sara Teasdale</li> <li>• “The Tyger” Robert Blake</li> <li>• “Dover Beach” Matthew Arnold</li> <li>• “Ecclesiastes” Old Testament</li> </ul> <p>Short Story:</p> <ul style="list-style-type: none"> <li>• “The Pedestrian” Ray Bradbury</li> </ul> <p>Non-Fiction Text: “Books under Fire”</p> <p>Regents Paired Passage</p> <p>Media:</p> <ul style="list-style-type: none"> <li>• <i>Fahrenheit 451</i></li> <li>• <i>Lord of the Flies</i></li> </ul> <p>Holt Language Handbook</p> <ul style="list-style-type: none"> <li>• 10<sup>th</sup> Grade Word Bank</li> </ul>	<p>Readers and writers will:</p> <ul style="list-style-type: none"> <li>• Develop a central idea, theme, or controlling idea of a literary work</li> <li>• Identify the development of characters and their actions, etc.</li> <li>• Compare a film, video or stage version of a literary work with a written version</li> <li>• Analyze and evaluate poetry (figurative language)</li> <li>• Develop and discuss a controlling idea of two literary pieces</li> <li>• Review parts of speech and verb agreement</li> <li>• Develop vocabulary</li> </ul>	<p>Teacher Generated Assessment</p> <p>Compare and Contrast Essays</p> <p>Grammar Test (parts of speech and verb agreement)</p> <p><b>REGENTS TASK 3: PAIRED PASSAGE</b></p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>NOVEMBER</b>	<p style="text-align: center;">THEME:</p> <p style="text-align: center;"><b>WAR IN OUR LIVES</b></p> <p style="text-align: center;"><i>Guiding Questions: Does War influence the way we live? What are the effects of War on the Individual and Society?</i></p>	<p>Standard 2: Students will read for literary response and expression</p> <ul style="list-style-type: none"> <li>Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts</li> </ul> <p>Standard 3: Students will read and write for critical analysis and evaluation</p> <ul style="list-style-type: none"> <li>Recognize and acknowledge various perspectives on issues of world concern</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li><b>Night (REQ.)</b></li> <li><u>All Quiet on the Western Front</u></li> <li><b>Farewell to Arms (10HR - REQ.)</b></li> </ul> <p>Articles:</p> <ul style="list-style-type: none"> <li>“The War Escalates”</li> <li>“Dear Folks”</li> <li>“Declaration of Independence from the War in Vietnam”</li> <li>“Ripples, moving...”</li> <li>Additional War Articles</li> </ul> <p>Short Stories:</p> <ul style="list-style-type: none"> <li>Teacher Selections</li> <li>“The Sunflower”</li> <li>“Where Have You Gone, Charming Billy”</li> </ul> <p>Films:</p> <ul style="list-style-type: none"> <li><i>Hotel Rwanda</i></li> <li><i>Schindler’s List</i></li> <li><i>Three Kings</i></li> </ul> <p>Poem: “Friendship only lasted a few seconds”</p> <ul style="list-style-type: none"> <li>Holt Language Handbook</li> <li>10<sup>th</sup> Grade Word Bank</li> </ul>	<p><b>Readers and writers will:</b></p> <ul style="list-style-type: none"> <li><b>Extract information from informational texts to summarize and outline</b></li> <li><b>Compare experiences of characters who are victims</b></li> <li><b>Follow a single character’s experience over the years</b></li> <li><b>Create a timeline</b></li> <li><b>Create a personal memoir</b></li> <li><b>Write and share personal reactions to experiences, events and observations</b></li> <li><b>Recognize relevance of literature to contemporary and/or personal events and situations</b></li> <li><b>Review proper sentence structure</b></li> <li><b>Develop vocabulary</b></li> </ul>	<p>Teacher Generated Assessments</p> <p>Memoir Topic: “Life Changing Experiences/or Awakenings”</p> <p>Create a timeline of historical context: events, storyline, readings in relationship to each other, memoir</p> <p>Grammar Test (sentence structure)</p> <p><b>REGENTS TASK 2: Reading for Information</b></p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>DECEMBER/JANUARY</b>	<p>THEME:</p> <p>PERSONAL RESPONSIBILITY</p> <p>*****</p> <p>Poetry</p>	<p><b>Standard 1:</b> Students will read for information and understanding:  <ul style="list-style-type: none"> <li>● Express a point of view, providing supporting facts and details</li> </ul> </p> <p><b>Standard 2:</b> Students will write for literary response and expression:  <ul style="list-style-type: none"> <li>● Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</li> </ul> </p> <p><b>Standard 3:</b> Students will read and write for critical analysis and evaluation:  <ul style="list-style-type: none"> <li>● Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul> </p>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● <u>Of Mice and Men</u> (REQ)</li> <li>● <u>Flowers for Algernon</u></li> <li>● <u>Sold</u></li> </ul> <p>Short Stories:</p> <ul style="list-style-type: none"> <li>● Teacher Selections</li> <li>● “The Circuit” Francisco Jimenez</li> <li>● “The Scarlet Ibis” James Hurst</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>● “Gracious Goodness” Marge Piercy</li> <li>● “The Lesson of the Moth” Don Marquis</li> <li>● “The Meadow Mouse” Theodore Roethke</li> <li>● “In Back of the Real” Allen Ginsberg</li> </ul> <p>10<sup>th</sup> Grade Word Bank</p> <p>Films: <u>Of Mice and Men</u></p> <p>Holt Language Handbook</p>	<p>Readers and writers will:</p> <ul style="list-style-type: none"> <li>● Explain how the author’s use of literary devices affects meaning</li> <li>● Express judgments and support them with references to the text, using direct quotations and paraphrase</li> <li>● Write analytical response essays</li> <li>● Recognize relevance of literature to contemporary and/or personal events and situations</li> <li>● Write an interpretive essay</li> <li>● Analyze and evaluate poetry in order to recognize the use and effect of poetic devices</li> <li>● Develop sentence structure</li> <li>● Develop vocabulary</li> </ul>	<p>Teacher Generated Assessments</p> <p>Extended text response / text analysis</p> <p><b>REGENTS TASK 4: CRITICAL LENS ESSAY</b></p> <p>Grammar Test</p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>FEBRUARY</b>	<p>THEME:</p> <p><b>ILLUSION AND REALITY</b></p>	<p>Standard 3: Students will read and write for critical analysis and evaluation</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <u>Catcher in the Rye</u></li> <li>• <u>The Bluest Eye</u></li> <li>• <u>Glass Menagerie</u></li> <li>• <u>Pygmalion</u></li> <li>• <u>King Dork</u></li> </ul> <p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>• “Holden at Fifty” Louis Menand</li> <li>• “Myth of Sisyphus” Albert Camus</li> </ul> <p><b>Short Story:</b></p> <ul style="list-style-type: none"> <li>• “Paul’s Case” Willa Cather</li> </ul> <p><b>Poems:</b></p> <p>“Coming through the Rye” Robert Burns</p> <p>“Out Out” Robert Frost</p> <p>“Nothing Gold Can Stay” Robert Frost</p> <p>“Walking in the Breakdown Lane”</p> <p><b>Literary Criticisms</b></p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Recognize and respond to historical and contemporary social, political and cultural conditions in a literary text</li> <li>• Use literary criticism to expand personal analysis of the literacy text</li> <li>• Examine the development and impact of literary elements such as: character, action, and setting</li> <li>• Analyze and evaluate fiction</li> <li>• Identify and respond to literary criticism</li> <li>• Analyze and evaluate the impact on the reader of a specific text</li> <li>• Analyze a variety of texts using resources such as literary criticism, school readings and personal experience</li> </ul>	<p>Teacher Generated Assessment</p> <p>Analytical Essays</p> <p><b>REGENTS TASK 1: LISTENING PASSAGE</b></p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESS- MENTS
<b>MARCH</b>	<b>DRAMA</b>  *****  <b>RESEARCH SKILLS</b>	<p>Standard 1: Students will write for Information and Understanding</p> <ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> </ul> <p>Standard 2: Students will read and write for literary response and expression</p> <ul style="list-style-type: none"> <li>• Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content</li> </ul> <p>Standard 3: Students will read, write and listen for critical analysis and information</p> <ul style="list-style-type: none"> <li>• Use visuals and technology to enhance presentation</li> </ul>	<p>Full- Length Texts:</p> <ul style="list-style-type: none"> <li>• <i>Julius Caesar</i>(REQ)</li> <li>• <i>Taming of the Shrew</i></li> <li>• <i>Twelfth Night</i></li> </ul> <p>Articles/Short Stories:</p> <ul style="list-style-type: none"> <li>• “What is Tragedy?” Aristotle</li> <li>• “George Guy” Edgar Lee Masters</li> <li>• Elements of Literature: Drama”</li> <li>• Analyzing and Evaluating Speeches</li> <li>• “Life of Julius Caesar” Plutarch</li> <li>• “Roman Government: Rule by the Rich”</li> <li>• “Roman Superstitions:</li> <li>• “The Fear and The Flames” Jimmy Breslin</li> </ul> <p>Various Taped Speeches</p> <p>Media Center databases and presentations</p> <p>Holt Language Handbook</p>	<p>Readers and Writers will:</p> <p>RESEARCH:</p> <ul style="list-style-type: none"> <li>• State an opinion or present a judgment by developing a thesis and providing supporting evidence, argument or details</li> <li>• Use strategies designed to influence or persuade</li> <li>• Develop research questions</li> <li>• Expand research topics</li> <li>• Utilize library databases</li> <li>• Cite primary and secondary sources of information in works cited and internal citation using approved style sheet</li> </ul> <p>DRAMA:</p> <ul style="list-style-type: none"> <li>• Identify elements of effective speeches</li> <li>• Identify elements of a tragic hero</li> <li>• Identify elements of a comedy</li> <li>• Identify how an author develops characterization through dialogue</li> </ul> <ul style="list-style-type: none"> <li>• Review capitalization and punctuation</li> </ul>	<p>Teacher Generated Assessment</p> <p>Oral Presentation</p> <p>Research Paper</p> <p><b>REGENTS TASK 4: CRITICAL LENS ESSAY</b></p> <p>Grammar Test</p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<p style="font-size: 2em; font-weight: bold;">APRIL</p>	<p>THEME:</p> <p style="font-weight: bold;">AMERICAN DREAM</p>	<p>Standard 2: Students will read and write for literary response and expression</p> <ul style="list-style-type: none"> <li>• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive writing</li> </ul> <p>Standard 3: Students will read and write for critical analysis and evaluation</p> <ul style="list-style-type: none"> <li>• Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues</li> </ul>	<p>Books:</p> <ul style="list-style-type: none"> <li>• <b><u>Raisin in the Sun</u></b> (10R – REQ.) Lorraine Hansberry</li> <li>• <b><u>The Color Purple</u></b> (10HR-REQ.) Alice Walker</li> <li>• <u>Women of Brewster Place</u> Gloria Naylor</li> </ul> <p>Poems:</p> <ul style="list-style-type: none"> <li>• “A Dream Deferred” Langston Hughes</li> <li>• “Sisters” Lucille Clifton</li> <li>• “For my Sister, Molly, Who in the 50’s” Louise Erdrich</li> </ul> <p>Short Stories</p> <ul style="list-style-type: none"> <li>• “Sonny’s Blues” J. Baldwin</li> <li>• “Two Kinds” and “Rules of the Game” Amy Tan</li> <li>• “Keahdinekeah” N. Scott Momaday</li> <li>• “Parable of the Prodigal Son”</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• “What would America be like without 60 years...”</li> </ul> <p>Holt Language Handbook</p> <p>10<sup>th</sup> Grade Word Bank</p>	<p>Readers and writers will:</p> <ul style="list-style-type: none"> <li>• Read and write literary criticisms to expand personal analysis of text</li> <li>• Compare text and film</li> <li>• Write a response essay to compare and contrast the treatment of literary elements in different genres and by more than one author</li> <li>• Recognize and respond to historical and contemporary social, political and cultural conditions in presentation of literary text</li> <li>• Interpret and respond to texts from a variety of genres, authors and subjects</li> <li>• Develop vocabulary</li> <li>• Analyze and evaluate poetry and fiction using a variety of sources</li> <li>• Continue review of capitalization and punctuation</li> </ul>	<p>Interval Assessment</p> <p>Teacher Generated Assessment</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Literary Critiques</li> <li>• Analytical Essays</li> <li>• Compare / contrast essays</li> </ul> <p>• Grammar Test</p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>MAY</b>	<p>THEME:</p> <p><b>PERSONAL STRUGGLES</b></p>	<p>Standard 2: Students will read for literary response and expression</p> <ul style="list-style-type: none"> <li>• Examine development and impact of literary elements</li> <li>• Write interpretive and responsive essays that explain how the author’s use of literary devices affects meaning</li> <li>• Write original literary texts using figurative language</li> </ul> <p>Standard 3: Students will read and write for critical analysis and evaluation</p> <ul style="list-style-type: none"> <li>• Articulate personal opinions to clarify stated positions and persuade or influence groups</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Old Man and The Sea</u></b></li> <li>• <b><u>I Know What You Did Last Summer</u></b></li> <li>• <b><u>Into the Wild</u></b></li> <li>• <b><u>That Was Then, This is Now</u></b></li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>• <b>“To Build a Fire”</b> Jack London</li> <li>• <b>Excerpts from <u>The Spoon River Anthology</u></b> E.L. Masters</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li>• <b>“Miss Rosie”</b> Lucille Clifton</li> <li>• <b>“Double Header”</b> John Stone</li> <li>• <b>“Courage”</b> Anne Sexton</li> <li>• <b>“The Fish”</b> Elizabeth Bishop</li> </ul> <p><b>Film Companion Pieces:</b></p> <ul style="list-style-type: none"> <li>• <i>Iron Will</i></li> <li>• <i>Hildago</i></li> <li>• <i>I Know What You Did...</i></li> <li>• <i>That Was Then, This is Now</i></li> </ul> <p>10<sup>th</sup> Grade Word Bank</p> <p>Holt Language Handbook</p>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Interpret multiple levels of meaning in text</li> <li>• Recognize a variety of literary elements</li> <li>• Write interpretive and responsive essays</li> <li>• Analyze and evaluate fiction</li> <li>• Analyze and evaluate poetry</li> <li>• Develop vocabulary</li> <li>• Develop a personal voice that enables the reader to know the writer</li> <li>• Review rules of usage</li> </ul>	<p>Interval Assessment #4</p> <p>Teacher Generated Exams</p> <p><b>REGENTS TASK 3: PAIRED PASSAGE</b></p> <p>Grammar Test (usage)</p>



MONTH	CONTENT	NYS STANDARD/ KEY IDEA	RESOURCES	SKILLS	ASSESSMENTS
<b>JUNE</b>	<b>TEST PREP</b>	<p>Standard 1: Students will read for literary response and expression</p> <p>Standard 2: Students will write for literary response and expression</p> <p>Standard 3: Students will read for critical analysis and evaluation</p> <p>Standard 4: Students will read, write, listen, and speak for social interaction</p>	<ul style="list-style-type: none"> <li>•Book List Texts</li> <li>•Non-Fiction Texts</li> <li>•Poems</li> <li>•Curriculum Pacing Map</li> <li>•Holt Language Handbook</li> <li>•10<sup>th</sup> Grade Word Bank</li> <li>•Previously administered Regents exams</li> </ul>	<p>Readers and Writers will:</p> <ul style="list-style-type: none"> <li>• Actively listen and write an extended response to a read passage</li> <li>•Distinguish among different forms of poetry and recognize how the author uses poetic form to convey message or intent</li> <li>•Express judgments and support them through references to text, using direct quotations and paraphrase</li> <li>•Discuss works with a common theme and compare the treatment of that theme by different authors</li> <li>•Interpret critical lens</li> </ul>	<b>REGENTS EXAM</b>



## **Professional Resources:**

- **CSDA Writing Instructional Manual**
  - **Teaching Reading in the Content Areas: If Not Me, Then Who? by Rachel Billmeyer**
  - **Action Strategies for Deepening Comprehension by Jeffrey D. Wilhelm**
  - **Heritage: African American Readings for Writing 2<sup>nd</sup> Edition by Margaret Giles Lee and others**
  - **Exploring Informational Texts: From Theory to Practice Ed. By Linda Hoyt & others**
  - **I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani**
  - **Thinking Strategies for Student Achievement: Improving Learning Across the Curriculum, K – 12 by Denise D. Nessel & others**
  - **Novel Unit Binders**
- \*\* All above materials can be found in the AHS Media Center ELA Curriculum Library Section**
- \*\* PREVIOUS REGENTS EXAMS can be obtained at <http://www.nysedregents.org/testing/hsregents.html>**



**Standard 1  
Information and Understanding**

**Grades:  
9 – 10 ELA**

As **listeners and readers**, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As **speakers and writers**, they will use oral and written language to acquire, interpret, apply, and transmit information.

<b>Grade 9 Strategies</b>	<b>Grade 10 Strategies</b>
<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Use specialized reference sources, such as glossaries and directories</li> <li>• Read and follow written, complex directions and procedures to solve problems and accomplish tasks</li> <li>• Skim texts to gain an overall impression and scan texts for particular information</li> <li>• Focus on key words and phrases to generate research questions</li> <li>• Employ a range of post-reading practices</li> <li>• Locate and use school and public library resources for information and research</li> <li>• Define the meaning of and understand the consequences of plagiarism</li> <li>• Listen to and follow complex directions or instructions</li> <li>• Give directions and explain a process</li> </ul>	<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Locate and use school and public library resources for information and research</li> <li>• Use specialized reference sources, such as glossaries and directories</li> <li>• Read and follow written, complex directions and procedures to solve problems and accomplish tasks</li> <li>• Skim texts to gain an overall impression and scan texts for particular information</li> <li>• Focus on key words and phrases to generate research questions</li> <li>• Define the meaning of and understand the consequences of plagiarism; investigate school policy</li> <li>• Ask and respond to probing questions to acquire information</li> </ul>
<b>Grade 9: Fact and Opinion</b>	<b>Grade 10: Fact and Opinion</b>
<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Identify and evaluate the validity of informational sources, with</li> </ul>	<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Identify and evaluate the validity of informational sources</li> </ul>

<p>assistance</p> <ul style="list-style-type: none"> <li>• Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate the speaker's points and assess their validity, with assistance</li> </ul>
<p style="text-align: center;"><b>Grade 9: Interpreting and Analyzing</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Interpreting and Analyzing</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electric databases</li> <li>• Analyze data and facts to communicate information</li> <li>• Interpret information from media presentations, such as news broadcasts and taped interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize unstated assumptions</li> <li>• Distinguish verifiable statement from hypothesis</li> <li>• Analyze data and facts to communicate information</li> <li>• Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews</li> <li>• Determine the need for more information for clarification</li> </ul>

<b>Grade 9: Constructing Meaning</b>	<b>Grade 10: Constructing Meaning</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Apply new information in different contexts and situations</li> <li>• Identify the speaker’s purpose and motive for communicating information</li> <li>• Recognize appropriate voice and tone</li> </ul>	<ul style="list-style-type: none"> <li>• Set purpose for reading by asking questions about what they need to know for their research</li> <li>• Recognize appropriate voice, tone, and diction</li> </ul>
<b>Grade 9: Text Features</b>	<b>Grade 10: Text Features</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Recognize the defining features and structures of informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the defining features and structures of informational texts</li> </ul>
<b>Grade 9: Synthesizing Information</b>	<b>Grade 10: Synthesizing Information</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects</li> <li>• Synthesize information from different sources by combining or categorizing data and facts</li> </ul>
<b>Grade 9: Conventions</b>	<b>Grade 10: Conventions</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet</li> <li>• Use paraphrase and quotation in order to communicate information most effectively</li> <li>• Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet</li> <li>• Use paraphrase and quotation in order to communicate information most effectively</li> <li>• Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography</li> </ul>
<b>Grade 9: Point of View</b>	<b>Grade 10: Point of View</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Express a point of view, providing supporting facts</li> </ul>	<ul style="list-style-type: none"> <li>• Express a point of view, providing supporting facts and details</li> </ul>
<b>Grade 9: Reports</b>	<b>Grade 10: Reports</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Use a range of organizational strategies to present information</li> <li>• Prepare and give presentations on a range of informational topics</li> <li>• Use notes or speaking points to assist in delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information</li> <li>• Prepare and give presentations to a variety of audiences on a range of informational topics</li> <li>• Anticipate and acknowledge the listener’s point of view</li> </ul>

<p style="text-align: center;"><b>Grade 9: Supporting Evidence</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Supporting Evidence</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> </ul>	<ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> </ul>
<p style="text-align: center;"><b>Grade 9: Process Writing</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Process Writing</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Select and limit topics for informational writing, with assistance</li> <li>• Take notes from written and oral texts, such as lectures and interviews</li> <li>• Use charts, graphs, or diagrams to illustrate informational text</li> <li>• Maintain a portfolio that includes informational writing</li> </ul>	<ul style="list-style-type: none"> <li>• Select and limit topics for informational writing</li> <li>• Take notes from written and oral texts, such as lectures and interviews</li> <li>• Use charts, graphs, or diagrams to support and illustrate informational text</li> <li>• Maintain a portfolio that includes informational writing</li> </ul>

**Standard 2**  
**Literacy Response and Expression**

**Grades:**  
**9 – 10 ELA**

Students will **read and listen** to oral, written, and electronically produced texts and performances, relate them to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As **speakers and writers**, students will use oral and written language for self-expression and artistic creation.

<b>Grade 9: Literary Elements</b>	<b>Grade 10: Literary Elements</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work</li> </ul>
<b>Grade 9: Variety of Genre</b>	<b>Grade 10: Variety of Genre</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays)</li> <li>Compare a film, video, or stage version of a literary work with the written version</li> </ul>	<ul style="list-style-type: none"> <li>Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays)</li> <li>Compare a film, video, or stage version of a literary work with the written version</li> </ul>
<b>Grade 9: Features of Genre</b>	<b>Grade 10: Features of Genre</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode</li> <li>Compare and contrast the treatment of literary elements in different genres and by more than one author</li> <li>Recognize features of a literary genres in interpreting presentations of literary texts</li> <li>Describe the features of a genre to interpret and respond to literary texts</li> </ul>	<ul style="list-style-type: none"> <li>Interpret literary texts on the basis of an understanding of the genre and the literary period</li> <li>Compare and contrast the treatment of literary elements in different genres and by more than one author</li> <li>Recognize features of a literary genres in interpreting presentations of literary texts</li> <li>Describe the features of a genre to interpret and respond to literary texts</li> </ul>

<p style="text-align: center;"><b>Grade 9: Inference and Deduction</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Inference and Deduction</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Build background knowledge by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it is written</li> <li>• Read literary texts aloud to convey an interpretation of the work</li> <li>• Interpret multiple levels of meaning in text</li> <li>• Express judgments and support them through references to the text, using direct quotations and paraphrase</li> <li>• Recognize historical and contemporary social and cultural conditions in presentation of literary texts</li> <li>• Identify multiple levels of meaning in presentation of literary texts</li> <li>• Engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning</li> <li>• Use media to support presentation of original and interpretive texts</li> <li>• Use media to support presentation of original and interpretive texts</li> <li>• Ask and respond to questions and follow-up questions to clarify interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Build background knowledge by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it is written</li> <li>• Interpret multiple levels of meaning and subtleties in text</li> <li>• Express judgments and support them through references to the text, using direct quotations and paraphrase</li> <li>• Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts</li> <li>• Identify how format and language are used in presentations to communicate the author’s message</li> </ul>
<p style="text-align: center;"><b>Grade 9: Reading Fluently</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Reading Fluently</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Read, view, and respond independently to literary works that represent a wide range of social, historical, and cultural perspectives</li> <li>• Check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements</li> <li>• Read works with a common theme and compare the treatment of that theme by different authors</li> </ul>	<ul style="list-style-type: none"> <li>• Read literary criticism to increase comprehension and appreciation of literary texts, with assistance</li> <li>• Read literary texts aloud to convey an interpretation of the work</li> </ul>

<p style="text-align: center;"><b>Grade 9: Literary Merit</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Literary Merit</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Explain how the author’s use of literary devices affects meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent</li> <li>• Recognize how authors use tone to express their ideas or an attitude toward the subject matter of the audience</li> <li>• Explain how the author’s use of literary devices affects meaning</li> <li>• Examine development and impact of literary elements, such as character, action, and setting, in literary texts and performances</li> </ul>
<p style="text-align: center;"><b>Grade 9: Conventions</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Conventions</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Engage in a variety of pre-writing experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a variety of pre-writing experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights</li> </ul>
<p style="text-align: center;"><b>Grade 9: Creating Literary Works</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Creating Literary Works</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Write original literary texts</li> <li>• Use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader</li> <li>• Maintain consistent point of view, including first-person, third-person, or omniscient narrator</li> <li>• Create a personal voice</li> <li>• Maintain a portfolio that includes literary, interpretive, and responsive writing</li> <li>• Use literary devices, such as volume, rate, rhythm, rhyme, and repetition, to an emotional or aesthetic response</li> </ul>	<ul style="list-style-type: none"> <li>• Write original literary texts</li> <li>• Use elements of literary text, such as figurative language, allegory, irony, symbolism, and stream of consciousness</li> <li>• Create multiple levels of meaning, with assistance</li> <li>• Use language and sentence structure creatively to elicit the readers’ emotional response</li> <li>• Maintain a portfolio that includes literary, interpretive, and responsive writing</li> </ul>
<p style="text-align: center;"><b>Grade 9: Personal Response</b></p> <p><i>The learner will:</i></p>	<p style="text-align: center;"><b>Grade 10: Personal Response</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Recognize relevance of literature to personal events and situations</li> <li>• Write interpretive and responsive essays</li> <li>• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</li> <li>• Interpret and respond to texts and performances from a variety of genres, authors, and subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</li> <li>• Recognize relevance of literature to contemporary and/or personal events and situations</li> <li>• Write interpretive and responsive essays</li> <li>• Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</li> </ul>

- Respond to authors' reading and discussing their works
- Connect literary texts to prior knowledge, personal experience, and contemporary situations
- Express opinions and support them through references to the text
- Engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives

- Interpret and respond to texts and performances from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response

**Grades:  
9 – 10 ELA**

**Standard 3  
Critical Analysis and Evaluation**

As **listeners and readers**, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As **speakers and writers**, they will present, in oral and written language and from a variety of perspectives their opinions and judgments on experiences, ideas, information and issues.

<p align="center"><b>Grade 9: Evaluating Text</b></p> <p><i>The learner will:</i></p>	<p align="center"><b>Grade 10: Evaluating Text</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Form opinions and make judgments about the accuracy of information and personal texts</li> <li>• Analyze and evaluate nonfiction texts</li> <li>• Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements</li> <li>• Recognize and acknowledge various perspectives on issues of local and national concern</li> <li>• Determine points of view</li> <li>• Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations</li> <li>• Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles</li> </ul>	<ul style="list-style-type: none"> <li>• Form opinions and make judgments about the accuracy of persuasive texts</li> <li>• Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience               <ul style="list-style-type: none"> <li>• Recognize and acknowledge various perspectives on issues of world concern</li> </ul> </li> <li>• Determine points of view</li> <li>• Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations</li> <li>• Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements</li> </ul>
<p align="center"><b>Grade 9: Evaluation Criteria</b></p> <p><i>The learner will:</i></p>	<p align="center"><b>Grade 10: Evaluation Criteria</b></p> <p><i>The learner will:</i></p>
<ul style="list-style-type: none"> <li>• Determine the significance and reliability of information</li> <li>• Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> <li>• Analyze and evaluate poetry to recognize the use and effect of:               <ul style="list-style-type: none"> <li>- rhythm, rhyme and sound pattern</li> <li>- repetition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and evaluate nonfiction texts, including               <ul style="list-style-type: none"> <li>- determine the writer’s perspectives, purposes, and intended audiences</li> <li>- determine the reliability and significance of information</li> <li>- recognize the format and its significance to content</li> </ul> </li> <li>• Analyze and evaluate poetry to recognize the use and effect of:               <ul style="list-style-type: none"> <li>- rhythm, rhyme and sound pattern</li> <li>- repetition</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- differences between language of the poem and everyday language of readers</li> <li>• Analyze and evaluate fiction, including <ul style="list-style-type: none"> <li>- the development of a central idea or theme</li> <li>- the development of characters and their actions</li> <li>- the elements of plot, such as conflict, climax, and resolution</li> <li>- the significance of the title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- differences between language of the poem and everyday language of readers</li> <li>• Analyze and evaluate fiction, including <ul style="list-style-type: none"> <li>- the background in which the text was written</li> <li>- the effect created by the author’s tone or mood</li> </ul> </li> <li>• Evaluate poetry to recognize the use and effect of verse form</li> <li>• Develop critiques from more than one perspective, such as historical and cultural</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>
<b>Grade 9: Point of View</b>	<b>Grade 10: Point of View</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</li> <li>• Articulate personal opinions to clarify stated positions</li> </ul>	<ul style="list-style-type: none"> <li>• Select, reject, and reconcile ideas and information in light of beliefs</li> <li>• Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism</li> <li>• Articulate personal opinions to clarify stated positions and persuade or influence groups</li> </ul>
<b>Grade 9: Strategies for Critical Analysis</b>	<b>Grade 10: Strategies for Critical Analysis</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Generate a list of significant questions to assist with analysis of text</li> <li>• Focus on key words/phrases that signal that the text is heading in a particular direction</li> <li>• Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details</li> <li>• Evaluate the possible bias of the speaker, in order to judge the validity of the content</li> <li>• Ask and respond to questions to seek clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Generate a list of significant questions to assist with analysis of text</li> <li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical</li> <li>• Evaluate the content and organization of the presentations, applying criteria such as relevance of statements in relation to topic</li> <li>• Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content</li> <li>• Ask and respond to questions to seek clarity or to suggest different perspectives</li> </ul>
<b>Grade 9: Conventions</b>	<b>Grade 10: Conventions</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Present content that is clearly organized and based on knowledge of audience needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Modify content on the basis of audience response during presentation</li> </ul>

<ul style="list-style-type: none"> <li>• Speak extemporaneously to clarify or elaborate</li> <li>• Use visuals and technology to enhance presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Use visuals and technology to enhance presentation</li> </ul>
<b>Grade 9: Meeting Criteria</b>	<b>Grade 10: Meeting Criteria</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Recognize the use of protocols and traditional practices in public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the use of protocols and traditional practices in public speaking</li> </ul>
<b>Grade 9: Presenting Arguments</b>	<b>Grade 10: Presenting Arguments</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective</li> <li>• Select, reject, and reconcile ideas and information in light of prior knowledge and experiences</li> <li>• Present arguments from different perspectives</li> <li>• Respond to constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of an issues</li> <li>• Present reasons, examples, and details from sources cited to defend opinions and judgments</li> <li>• Respond to constructive criticism</li> </ul>
<b>Grade 9:Standards for a Genre</b>	<b>Grade 10:Standards for a Genre</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Use strategies designed to influence or persuade in advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies designed to influence or persuade in advertisements</li> </ul>

**Standard 4  
Social Interaction**

**Grades:  
9 – 10 ELA**

Students will use oral and written language for effective social communication with a wide variety of people. **As readers and listeners**, they will use the social communications of others to enrich their understanding of people and their views.

<b>Grade 9: Attentive Listening</b>	<b>Grade 10: Attentive Listening</b>
<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers</li> <li>• Listen for multiple levels of meaning, articulated and unspoken</li> <li>• Encourage the speaker with appropriate facial expressions and gestures</li> <li>• Withhold judgment</li> <li>• Appreciate the speaker’s uniqueness</li> <li>• Respond to the listener’s interests, needs, and reactions to social conversations</li> </ul>	<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers</li> <li>• Listen for multiple levels of meaning, articulated and unspoken</li> <li>• Encourage the speaker with appropriate facial expressions and gestures</li> <li>• Withhold judgment</li> <li>• Appreciate the speaker’s uniqueness</li> </ul>
<b>Grade 9: Conversation</b>	<b>Grade 10: Conversation</b>
<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Speaking informally with familiar and unfamiliar people, individually and in group settings</li> <li>• Provide feedback by asking questions designed to encourage further conversation</li> <li>• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting</li> <li>• Select language and behavior appropriate to the purpose, occasion, and listener</li> <li>• Respond respectfully</li> </ul>	<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Speaking informally with familiar and unfamiliar people, individually and in group settings</li> <li>• Respond respectfully</li> </ul>
<b>Grade 9: Audience</b>	<b>Grade 10: Audience</b>
<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Consider the age, gender, social position, and cultural traditions</li> </ul>	<p><i>The learner will:</i></p> <ul style="list-style-type: none"> <li>• Consider the age, gender, social position, and cultural traditions</li> </ul>

of the writer <ul style="list-style-type: none"> <li>• Respect the age, gender, and cultural traditions of the recipient</li> <li>• Respect the age, gender, and cultural traditions of the speaker</li> <li>• Respect the age, gender, and cultural traditions of the listener</li> </ul>	of the writer <ul style="list-style-type: none"> <li>• Respect the age, gender, and cultural traditions of the recipient</li> <li>• Respect the age, gender, and cultural traditions of the speaker</li> <li>• Respect the age, gender, and cultural traditions of the listener</li> </ul>
<b>Grade 9: Conventions</b>	<b>Grade 10: Conventions</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Identify and model the social communication techniques of published authors</li> <li>• Distinguish between the conventions of academic writing and the conventions of email</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and model the social communication techniques of published authors</li> <li>• Distinguish between the conventions of academic writing and the conventions of email</li> </ul>
<b>Grade 9: Social Correspondence</b>	<b>Grade 10: Social Correspondence</b>
<i>The learner will:</i>	<i>The learner will:</i>
<ul style="list-style-type: none"> <li>• Share reading experiences with a peer or adult</li> <li>• Recognize the types of languages (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication</li> <li>• Share the process of writing with peers and adults</li> <li>• Write and share personal reactions to experiences, events, and observations, using a form of social communication</li> <li>• Maintain a portfolio that includes writing for social interaction</li> <li>• Adopt the conventions of email to establish friendly tone in electronic-based social communication</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading experiences with a peer or adult</li> <li>• Recognize the types of languages (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication</li> <li>• Share the process of writing with peers and adults</li> <li>• Use social communication in workplace setting to foster trust and build goodwill</li> </ul>

**City School District of Albany  
English Language Arts 9 – 12  
Reading List  
2007 – 2008**

**City School District of Albany**  
**English Language Arts 9 – 12**  
**Reading List**  
**2007 – 2008**

*Each class must read a **MINIMUM** of six selections, which **MUST** include the required readings for that grade level.*

<b>English 9 <u>Regents</u></b>
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**REQUIRED READINGS (9R)**

- |    |  |                   |
|----|--|-------------------|
| 1. | <i>Romeo and Juliet</i><br>Or<br><i>Merchant of Venice</i> | Shakespeare       |
| 2. | <i>To Kill A Mockingbird</i>                               | Harper Lee        |
| 3. | <i>The Odyssey</i>   | Homer             |
| 4. | <i>We Beat the Streets</i>                                 | ed. Sharon Draper |
- 

**SUPPLEMENTAL READINGS (9R)**

- |     |                           |                       |
|-----|---------------------------|-----------------------|
| 1.  | <i>The Contender</i>      | Robert Lipsyte        |
| 2.  | <i>The Pearl</i>          | John Steinbeck        |
| 3.  | <i>Ten Little Indians</i> | Agatha Christie       |
| 4.  | <i>Speak</i>              | Laurie Halse Anderson |
| 5.  | <i>Monster</i>            | Walter Dean Myers     |
| 6.  | <i>Hole in My Life</i>    | Jack Gantos           |
| 7.  | <i>If You Come Softly</i> | Jacqueline Woodson    |
| 8.  | <i>Go Ask Alice</i>       | Anonymous             |
| 9.  | <i>Shattering Glass</i>   | Gail Giles            |
| 10. | <i>Lost in Yonkers</i>    | Neil Simon            |
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**English 9 Honors**

**REQUIRED READINGS (9HR)**

- |    |                                     |                     |
|----|-------------------------------------|---------------------|
| 1. | <i>Romeo and Juliet</i>             | William Shakespeare |
|    | Or                                  |                     |
|    | <i>Merchant of Venice</i>           |                     |
| 2. | <i>To Kill A Mockingbird</i>        | Harper Lee          |
| 3. | <i>The Odyssey</i>                  | Homer               |
| 4. | <i>Their Eyes Were Watching God</i> | Zora Neale Hurston  |
| 5. | <i>A Small Place</i>                | Jamaica Kincaid     |

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**SUPPLEMENTAL READINGS (9HR)**

- |    |                           |                       |
|----|---------------------------|-----------------------|
| 1. | <i>Great Expectations</i> | Charles Dickens       |
| 2. | <i>The Good Earth</i>     | Pearl Buck            |
| 3. | <i>Animal Farm</i>        | George Orwell         |
| 4. | <i>Hiroshima</i>          | John Hersey           |
| 5. | <i>Speak</i>              | Laurie Halse Anderson |
| 6. | <i>Monster</i>            | Walter Dean Myers     |
| 7. | <i>Hole in My Life</i>    | Jack Gantos           |
| 8. | <i>If You Come Softly</i> | Jacqueline Woodson    |
| 9. | <i>Lost in Yonkers</i>    | Neil Simon            |

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**English 10 Regents**

**REQUIRED READINGS (10R)**

- |    |                            |                     |
|----|----------------------------|---------------------|
| 1. | <i>Of Mice and Men</i>     | John Steinbeck      |
| 2. | <i>Julius Caesar</i>       | William Shakespeare |
|    | Or                         |                     |
|    | <i>Taming of the Shrew</i> |                     |
|    | Or                         |                     |
|    | <i>Twelfth Night</i>       |                     |
| 3. | <i>A Raisin in the Sun</i> | Lorraine Hansberry  |
| 4. | <i>Night</i>               | Elie Weisel         |

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**SUPPLEMENTAL READINGS (10R)**

- |    |                                |                     |
|----|--------------------------------|---------------------|
| 1. | <i>Catcher in the Rye</i>      | J.D. Salinger       |
| 2. | <i>Flowers for Algernon</i>    | Daniel Keyes        |
| 3. | <i>A Gathering of Old Men</i>  | Ernest Gaines       |
| 4. | <i>Women of Brewster Place</i> | Gloria Naylor       |
| 5. | <i>Glass Menagerie</i>         | Tennessee Williams  |
| 6. | <i>Butterfly Revolution</i>    | William Butler      |
| 7. | <i>Fahrenheit 451</i>          | Ray Bradbury        |
| 8. | <i>Sold</i>                    | Patricia McCormick  |
| 9. | <i>Pygmalion</i>               | George Bernard Shaw |
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<b>English 10 <u>Honors</u></b>
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**REQUIRED READINGS**

- |    |                            |                     |
|----|----------------------------|---------------------|
| 1. | <i>Of Mice and Men</i>     | John Steinbeck      |
| 2. | <i>Julius Caesar</i>       | William Shakespeare |
|    | <i>Or</i>                  |                     |
|    | <i>Taming of the Shrew</i> |                     |
|    | <i>Or</i>                  |                     |
|    | <i>Twelfth Night</i>       |                     |
| 3. | <i>A Farewell to Arms</i>  | Ernest Hemingway    |
| 4. | <i>Night</i>               | Elie Weisel         |
| 5. | <i>The Color Purple</i>    | Alice Walker        |
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**SUPPLEMENTAL READINGS (10HR)**

- |    |                                       |                      |
|----|---------------------------------------|----------------------|
| 1. | <i>Catcher in the Rye</i>             | J.D. Salinger        |
| 2. | <i>A Raisin in the Sun</i>            | Lorraine Hansberry   |
| 3. | <i>Black Like Me</i>                  | John Howard Griffen  |
| 4. | <i>The Bluest Eye</i>                 | Toni Morrison        |
| 5. | <i>Glass Menagerie</i>                | Tennessee Williams   |
| 6. | <i>All Quiet on the Western Front</i> | Erich Maria Remarque |
| 7. | <i>Fahrenheit 451</i>                 | Ray Bradbury         |
| 8. | <i>Sold</i>                           | Patricia McCormick   |

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|-----------------------------------|------------------|
| 9. <i>The Old Man and the Sea</i> | Ernest Hemingway |
| 10. <i>Lord of the Flies</i>      | William Golding  |
| 11. <i>Things Fall Apart</i>      | Chinua Achebe    |
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<b>English 11 <u>Regents</u></b>
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**REQUIRED READINGS (11R)**

- |   |                                |
|---|--------------------------------|
| 1. <i>Macbeth</i><br><i>Or</i><br><i>Othello</i><br><i>Or</i><br><i>A Midsummer Night's Dream</i> | William Shakespeare            |
| 2. <i>Fences</i><br><i>Or</i><br><i>The Piano Lesson</i>  | August Wilson                  |
| 3. <i>I Know Why the Caged Bird Sings</i><br><i>Or</i><br><i>Black Boy</i>                        | Maya Angelou                   |
| 4. <i>A Separate Peace</i>  | Richard Wright<br>John Knowles |
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**SUPPLEMENTAL READINGS (11R)**

- |   |                    |
|---|--------------------|
| 1. <i>The Bean Trees</i>                | Barbara Kingslover |
| 2. <i>The Crucible</i>                  | Arthur Miller      |
| 3. <i>Passing</i>                       | Nella Larsen       |
| 4. <i>Death of a Salesman</i>           | Arthur Miller      |
| 5. <i>Cat's Cradle</i>                  | Kurt Vonnegut      |
| 6. <i>The Things They Carried</i>       | Tim O'Brien        |
| 7. <i>We All Fall Down</i>              | Robert Cormier     |
| 8. <i>The Chosen</i>                    | Chain Potok        |
| 9. <i>Maggie: A Girl of the Streets</i> | Stephen Crane      |
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<b>English 11R/ESL</b>
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**REQUIRED READINGS (11R/ESL)**

- |                              |               |
|------------------------------|---------------|
| 1. <i>The Breadwinner</i>    | Deborah Ellis |
| 2. <i>The Red Scarf Girl</i> | Ji Li Jiang   |

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|----|-----------------------|-------------|
| 3. | <i>Adam's Cross</i>   | Alice Meade |
| 4. | <i>Girl of Kosovo</i> | Alice Meade |
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**SUPPLEMENTAL READINGS (11R/ESL)**

- |    |                  |                 |
|----|------------------|-----------------|
| 1. | <i>Fences</i>    | August Wilson   |
| 2. | <i>Shabanu</i>   | Suzanne Staples |
| 3. | <i>Black Boy</i> | Richard Wright  |
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<b>English 11 <u>Honors</u></b>
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**REQUIRED READINGS (11HR)**

- |    |  |                                     |
|----|--|-------------------------------------|
| 1. | <i>Macbeth</i><br>Or<br><i>Othello</i><br>Or<br><i>A Midsummer Night's Dream</i> | William Shakespeare                 |
| 2. | <i>The Crucible</i>  | August Wilson                       |
| 3. | <i>Black Boy</i><br>Or<br><i>Mama's Girl</i>                                     | Richard Wright<br>Veronica Chambers |
| 4. | <i>The Canterbury Tales</i>  | Geoffrey Chaucer                    |
| 5. | <i>The Great Gatsby</i>  | F. Scott Fitzgerald                 |
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**SUPPLEMENTAL READINGS (11HR)**

- |     |                             |                     |
|-----|-----------------------------|---------------------|
| 1.  | <i>Death of a Salesman</i>  | Arthur Miller       |
| 2.  | <i>Passing</i>              | Nella Larson        |
| 3.  | <i>Beowulf</i>              | Traditional/Gardner |
| 4.  | <i>Fences</i>               | August Wilson       |
| 5.  | <i>The Piano Lesson</i>     | August Wilson       |
| 6.  | <i>Grapes of Wrath</i>      | John Steinbeck      |
| 7.  | <i>The Scarlet Letter</i>   | Nathaniel Hawthorne |
| 8.  | <i>Brave New World</i>      | Aldous Huxley       |
| 9.  | <i>Ethan Frome</i>          | Edith Wharton       |
| 10. | <i>A Tale of Two Cities</i> | Charles Dickens     |
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**English 12**

**REQUIRED READINGS (12)**

- |    |                                 |                     |
|----|---------------------------------|---------------------|
| 1. | <i>Hamlet</i>                   | William Shakespeare |
|    | <b>Or</b>                       |                     |
|    | <i>The Tempest</i>              |                     |
|    | <b>Or</b>                       |                     |
|    | <i>Much Ado about Nothing</i>   |                     |
| 2. | <i>Oedipus Cycle</i>            | Sophocles           |
| 3. | <i>Having Our Say</i>           | The Delany Sisters  |
| 4. | <i>A Lesson Before Dying</i>    | Ernest Gaines       |
| 5. | <i>A Streetcar Named Desire</i> | Tennessee Williams  |
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**SUPPLEMENTAL READINGS (12)**

- |     |                                       |                   |
|-----|---------------------------------------|-------------------|
| 1.  | <i>Inherit the Wind</i>               | Lawrence/Lee      |
| 2.  | <i>Annie John</i>                     | Jamaica Kincaid   |
| 3.  | <i>Beloved</i>                        | Toni Morrison     |
| 4.  | <i>Who's Afraid of Virginia Woolf</i> | Edward Albee      |
| 5.  | <i>My Name is Asher Lev</i>           | Chain Potok       |
| 6.  | <i>Siddharta</i>                      | Herman Hesse      |
| 7.  | <i>Bill Phelan's Greatest Game</i>    | William Kennedy   |
| 8.  | <i>Cider House Rules</i>              | John Irving       |
| 9.  | <i>Arsenic and Old Lace</i>           | Joseph Kesselring |
| 10. | <i>No Exit and Other Plays</i>        | Jean-Paul Sartre  |
| 11. | <i>Midwives</i>                       | Chris Bohjalian   |
| 12. | <i>Snow in August</i>                 | Pete Hamill       |
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**Health Explorations**

(These books may also be used in other Grade 12 classes)

**REQUIRED READINGS (12/ Explorations):**

- |    |  |                 |
|----|--|-----------------|
| 1. | <i>One Flew Over the Cuckoo's Nest</i> | Ken Kesey       |
| 2. | <i>Ordinary People</i>                 | Judith Guest    |
| 3. | <i>Death Be Not Proud</i>              | John J. Gunther |
| 4. | <i>Tuesdays with Morrie</i>            | Mitch Album     |

**SUPPLEMENTAL READINGS (12/ Explorations):**

- |    |  |                       |
|----|--|-----------------------|
| 1. | <i>Girl Interrupted</i>                                  | Susanna Kaysen        |
| 2. | <i>Robyn's Book</i>                                      | Robyn Erbesfield      |
| 3. | <i>Grow Old Along with Me:<br/>The Best is Yet To Be</i> | Sandra Haldeman Martz |
| 4. | <i>Awakenings</i>  | Oliver Sacks          |
| 5. | <i>Gesundheit!</i>                                       | Patch Adams, M.D.     |

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**Additional Books for All Grades**

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|----|-------------------------------|--------------------|
| 1. | <i>Sherlock Holmes Reader</i> | Arthur Conan Doyle |
| 2. | <i>O'Henry Reader</i>         | O'Henry            |
| 3. | <i>Edgar Allen Poe Reader</i> | Edgar Allen Poe    |