

## English Language Arts Playlists – Complete Grades 9-10 Bundle

This resource bundle aligns with the Common Core State Standards for Grades 9-10 Language, Reading: Literature, Reading: Informational Text, and Reading: History/Social Studies. We have included thirty-two of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the language, literature, informational text, and history strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

### Detailed Standard Coverage Notes:

- There are two playlists covering two of the Reading: History/Social Studies standards.
- Standard L.9-10.1 is covered across two playlists: one focuses on sentence variety and the other focuses on using parallel structure.
- Standard L.9-10.2 is covered across three playlists: one focuses on spelling, one focuses on colons, and the other focuses on semicolons.
- There is no playlist for L.9-10.3 as this standard is best covered in more writing-focused activities.
- Standard L.9-10.4 is covered across three playlists: one focuses on reference materials, one focuses on context and meaning, and the other focuses on patterns of word changes.
- Standard L.9-10.5 is covered across two playlists: one focuses on figures of speech and the other focuses on words with parallel meanings.



- There is no playlist for L.9-10.6. As your students work through the other standards, they will acquire and use accurately general academic and domain-specific words and phrases and demonstrate independence in gathering vocabulary knowledge.
- Standard RI.9-10.2 is covered across two playlists: one focuses on objective summaries and the other focuses on determining and analyzing the central idea.
- Standard RL.9-10.2 is covered across two playlists: one focuses on summaries and the other focuses on how theme and central idea development.
- Standard RL.9-10.4 is covered across two playlists: one focuses on figurative and connotative meanings and the other focuses on the cumulative impact of word choices.
- There is no playlist for RL.9-10.8 because the Common Core does not deem this standard applicable to literature.
- There is no playlist for RL.9-10.10 or RI.9-10.10. As your students work through the other standards, they will read and comprehend a range of stories, dramas, poems, and literary nonfiction within the grades 9-10 text-complexity band.

The accompanying Student Editions include dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners! Visit us online for even more resources and to access our free to use computer-based assessment platform.



## Grades 9–10 Playlist: Text Structures and Key Points

Aligns with *CCSS.ELA-LITERACY.RH.9-10.5*:

- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

### Welcome

There are five general types of text structure a paragraph or a larger text might use: description, sequence, compare and contrast, problem and solution, and cause and effect. Each of these different structures is used to present information with different but deliberate goals. For example, a sequence structure is used to explain details in a particular order, either chronologically or as steps of a process. This playlist will explore how all of these text structures are different and what they look like in individual paragraphs through an analysis of several paragraphs describing New Orleans and Hurricane Katrina.

### Objectives

In this playlist, students will learn how to:

- identify the five most common text structures.
- analyze the way a text uses each structure to emphasize key points or advance an explanation or analysis.

### Exploring the Standard

#### A Closer Look: Description

The text structure *description* is used to describe the details of a particular event, process, or explanation. To better understand this type of text structure, read the following descriptive paragraph:

If you like long, hot, sticky, and sometimes stormy summers, then New Orleans may be just the place for you. The city has a hot climate, like much of the rest of the southeast United States. But, lying on the 30th parallel along the Mississippi River and just south of Lake Pontchartrain, New Orleans is even more hot and humid than other big southern cities like Atlanta or Birmingham. In August, the temperatures can climb above 100 degrees. Because the relative humidity in August is often between 80 and 90 degrees, 100 degrees in New Orleans can feel absolutely unbearable, even in the shade. Luckily, the city gets its fair share of cooling rain. Unfortunately, this rain often comes down in roaring torrents. It is not uncommon for perfectly clear skies in the city to turn black in less than an hour. And when these clouds open up, they can drop inches of rain in a matter of minutes, sometimes flooding the flat streets and overwhelming the drainage system.

What makes this a descriptive paragraph? It uses specific details to describe the weather in New Orleans. Here are some of the details described in the paragraph:

- New Orleans has long, hot, and humid summers.
- New Orleans lies between a river and a lake.



## Teaching Notes: Using Patterns of Word Changes

The goal of L.9-10.4.B is for students to identify and correctly use patterns of word changes that indicate different meanings or parts of speech. In order to have students understand “patterns of word changes,” teachers may need to review basic ideas about roots, root words, suffixes, prefixes, and parts of speech. The following information presents activities that teachers can incorporate into their classroom. The first two activities will enable students to *identify* patterns of word changes, and the third activity will enable students to *use* the patterns of word changes. Additional resources at the end can be integrated into instruction as appropriate.

### Activities

1. Ask students to bring in a piece of writing that interests them. It could be a narrative text, such as a comic book or novel, or it could be an informational text, such as a printed web page or a magazine article. Have students analyze the words in a selection of the text they chose. How many different Greek or Latin roots can they recognize? In what ways do the affixes applied to these words affect the words’ meanings or parts of speech? Ask students to share some of their findings as part of a class discussion.
2. Assign students a grade-appropriate excerpt from a literary text and provide them with a list of definitions for common suffixes. Then direct their attention to several uses of suffixes in the text. Ask students to identify how each suffix changes the meaning or usage of the word to which it is attached. For example, the suffix *-er*, which means *more*, might be applied to the word *old*. Students should be able to identify that the suffix changes the word to a point of comparison because it suggests that something is “more old” than something else.
3. Provide students with a list of root words (e.g., *act*, *farm*, *open*, *move*, *work*) and the following suffixes: *-able*, *-ed*, *-er*, *-es*, *-ible*, *-ing*, *-or* and *-s*. Ask students to write a list of new words by adding the suffixes to the root words. To accommodate different types of learners, this prompt could be completed in a class discussion, in which students call out their new words. Or this prompt could be completed with students using prepared slips of paper to combine root words and suffixes to create new words.

### Additional Resources

**“Common Core Standard L.9-10.4b Questions”:** This webpage provides questions that could be used to test students on how to identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

- <http://www.helpsteaching.com/questions/CCSS.ELA-Literacy.L.9-10.4b>

**“Common Core Standard L.9-10.4 Questions”:** This webpage provides questions that could be used to test students on how to use patterns of word changes to define words.

- <http://www.helpsteaching.com/questions/CCSS.ELA-Literacy.L.9-10.4>

**“Prefixes, Suffixes, and Root Words”:** This webpage briefly explains suffixes and prefixes and provides many links to printable worksheets for students to practice.

- [http://www.teach-nology.com/worksheets/language\\_arts/prefix/](http://www.teach-nology.com/worksheets/language_arts/prefix/)



## Grades 9–10 Playlist: Cite Textual Evidence

*Aligns with CCSS.ELA-LITERACY.RI.9-10.1:*

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

### Welcome

When analyzing the explicit and inferred meanings of a text, it is important to be able to identify appropriate evidence from the text in order to support the analysis. While it is often easy to identify the text's explicit information, it can be more difficult to understand its implicit or inferred meanings. Whether a reader is identifying explicit or inferred meaning, one way to support those meanings is to cite textual evidence from the text. By pulling quotes from the text, readers ensure that the meanings make sense and relate to the content.

### Objectives

In this playlist, students will learn how to:

- analyze the explicit and inferred meanings of a text.
- identify strong and thorough textual evidence.
- use this evidence to support their analysis of the text.

### Key Terms

- **Explicit** information is the information that is clearly stated in a text.
- **Implicit** or **inferred** information is the information an active reader is able to gather from the text, even though it is not explicitly stated.
- When inferring meaning from a text, a reader must be able to find textual evidence to support the inference made. **Textual evidence** is the explicit information as given in the text. When finding textual evidence to support an inference, look for the explicit information as well as word and structure choices that lead to the inference. If a reader cannot find enough evidence in the passage to lead to the inference, that inference is not based on the information included in the text.
- To **cite** textual evidence means to quote material from the text.



## Teaching Notes: Analyze How Complex Characters Develop

The goal of RL.9-10.3 is for students to identify complex characters and analyze how they develop over the course of the text. Students will also think critically about how complex characters interact with other characters and advance the plot of the story. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

### (Answer Key)

In this section of the playlist, students are asked to use clues from the text to identify characteristics of complex characters. They are presented with a passage in which two characters interact for the first time and are asked to make two lists of the information they can glean from the interaction between the characters. Here is an example of what those lists might look like:

Details about the narrator	Details about his visitor
<ul style="list-style-type: none"> <li>Doesn't know the visitor</li> <li>Seems polite and formal</li> <li>Is a doctor</li> <li>Is horrified by the visitor</li> <li>Attempts to seem like he is not uneasy</li> <li>Knows Dr. Henry Jekyll</li> <li>Seems to have something the visitor wants</li> </ul>	<ul style="list-style-type: none"> <li>Seems too eager and familiar</li> <li>Has the ability to make the narrator uncomfortable</li> <li>Knows Dr. Henry Jekyll</li> <li>Very nervous – possibly prone to hysteria</li> <li>Tries hard not to get overexcited</li> <li>Seems to be there to get something or see something (a drawer)</li> </ul>

### Activities

1. Direct students to form groups of three or four. Ask them to make predictions about what will happen next in the story based on the interaction between the narrator and the guest in the passage included in this playlist.
2. Lead a class discussion about the passage and make sure that students understand each of the characters, as well as the action of the passage. After students fully understand the passage, encourage them to choose an ending to the encounter based on the character information available to them in the passage. Allow students to share their versions of the story and discuss how this character interaction can impact the plot of the story.

### Applying the Standard

In this section, students are asked to read the entirety of *The Strange Case of Dr. Jekyll and Mr. Hyde* and practice the skills they have acquired in this playlist. If this reading is too long, use the excerpt from “Dr. Lanyon’s Narrative,” starting at “I rose from my place with...” and ending at “The creature who crept into...”

