

## Reading Lit and Informational Texts Playlists – Complete Grades 9-10 Bundle

This resource bundle aligns with the Common Core State Standards for Grades 9-10 Reading: Informational Text, Reading: Literature, and Reading: History/Social Studies. We have included twenty-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 literature and informational text reading 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 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: Relationship Between Events

*Aligns with CCSS.ELA-LITERACY.RH.9-10.3:*

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Welcome

All literary texts contain events or major actions that join together to form the larger story. The same is true for historical texts; history itself is a long sequence of events—one thing happens, and then another, and so on. However, this doesn't mean that one event necessarily causes another. Historical events can be related in several different ways. By analyzing in detail how a series of events in a text relate to one another, readers can gain context that is vital to their understanding of history.

### Objectives

In this playlist, students will learn how to:

- analyze a series of historical events.
- determine whether earlier events caused later ones or simply preceded them.

### Exploring the Standard

Historical events cannot be revisited or altered, but by studying primary sources from the corresponding era, historians and readers alike can form theories and arguments to explain how specific events are connected. Sometimes, two or more events have a cause-and-effect relationship. Other times, events that occur in sequence are unrelated. Assuming that one event is the result of a previous event can lead to major misinterpretations of history. This is why it is important for readers to analyze how a series of events is presented in a historical account to determine whether earlier events caused later ones or simply preceded them.

### Watch!

Watch this video to review how to identify major events in a sequence and their relationship to one another:

- <https://www.youtube.com/watch?v=Y6-zUfJ1qqM>

### A Closer Look: Determining How Events in a Series Are Related

It can be difficult to identify how the events in a series are connected to each other. Historians do so by interpreting primary sources, many of which frequently offer different explanations of a single event. The uncertainty of this approach can be troubling, but it also allows for a more dynamic study of history.

Rather than merely memorizing given facts, students of history must make logical interpretations of evidence to establish connections between historical events. This sometimes means recognizing that, because history is an uninterrupted sequence of events, there are some cases in which one action follows another with no evidence of direct causality.



The first step when analyzing a sequence of events is to determine which ones matter most in the text. These are often notable occurrences or moments, such as a war, discovery, rebellion, declaration, or the signing of an important document. Once these are established, the reader can break down the relationships between these events to discover how each one relates to those around it.

While reading about, watching, or listening to a historical account, readers can answer the following questions about the events in the account:

- Which of the events are most important?
- How does a certain event or moment relate to those that come before or after it?
- How does the speaker or author arrange the events? Why does this arrangement work?

### Example 1

Watch the following video about how the Mexican-American War affected efforts to abolish slavery in the United States:

- <http://www.pbslearningmedia.org/resource/amex25.socst.ush.mexwar/how-the-mexican-american-war-affected-slavery/>

While watching, try to determine how the sequence of events is presented in this historical account. Are the cause-and-effect relationships between certain events clearly defined? Are there any events listed that do not have a causal connection?

Now read the following chart, which identifies the events from the video and analyzes their relationships.

Event	Analysis
The war between Mexico and the United States	The narrator states that the United States went to war with Mexico in 1846, “hoping to gain vast territories in the Southwest.” This early statement establishes a cause for the event: American citizens’ strong desire to grow the country as much as possible. The effect of this desire is the Mexican-American War, which nearly doubled the size of the United States.
“A political fight”	The fight is over whether to turn the newly won land into slave states or free states. This dispute is a cause; its effect is the adoption of the Great Compromise of 1850.
Great Compromise of 1850	The compromise itself also served as the cause of several other historical effects, including the admittance of California to the Union as a free state, the allowance of slavery in the New Mexico and Utah Territories, and the establishment of the highly controversial Fugitive Slave Act.



## Teacher Notes: Analyzing World Literature

The goal of RL.9-10.6 is for students to understand and be able to explain the point of view or cultural experience of a story from outside of the United States. The following information contains ideas that teachers can incorporate into their classroom to practice this standard.

### “Applying the Standard” Sample Response

The painting helps clarify the cultural point of view of the story by showing what the front of Yûgao’s house looks like. A reader from the United States may have difficulty imagining the fence containing the evening glories and the blinds in front of the house because today’s homes in the United States are not laid out this way. The painting also emphasizes that Yûgao is attractive because of the bright pattern on her sleeves. It shows her giving the flowers to the attendant to then give to Genji. This helps readers see how people courted each other during the Heian Period.

### Activities

1. Ask students to discuss another book that they have read from outside of the United States. (For example, the *Harry Potter* series was written by a British author.) Have each student share the title, author, and plot of the book and explain something he or she learned about that culture.
2. Divide students into groups and ask each group to reimagine a scene from *The Tale of Genji* as if it took place today in American culture or another culture that they are familiar with. They can write their scene, act it out, or draw it. Have each group share their scene with the class and explain how the cultural point of view changed in their new version. Then have them explain what stayed the same.

### Writing Prompts

1. Ask students to choose another chapter of *The Tale of Genji* and write about at least two cultural values or practices that are part of the characters’ points of view. If necessary, have students conduct research to find out how these values or practices fit into the culture of Japan during the Heian period.
2. Find an excerpt of a novel or short story that uses dialect to reflect the culture of the characters. Ask students to write an essay analyzing how the author uses dialect to help readers better understand the characters and setting in the story.

### Additional Resources

- Read the full text of *The Tale of Genji* at this website:  
<http://www.gutenberg.org/files/19264/19264-h/19264-h.htm>
- This video explains more about Japan in the Heian Period:  
<https://www.youtube.com/watch?v=ZnZEoOJ-cxE>
- This website gives more details about *The Tale of Genji*:  
<http://www.taleofgenji.org/>



## Grades 9–10 Playlist: Evaluate an Argument

*Aligns with CCSS.ELA-LITERACY RI.9-10.8:*

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

### Welcome

Many authors use informational texts to make an argument or state an opinion about a certain topic. It is up to the reader to identify the argument and decide whether it is based on logical evidence and valid reasoning. Evaluating an argument in this way helps readers make good decisions about a variety of topics, such as how to spend money, vote, and interpret past events.

### Objective

In this playlist, students will learn how to:

- delineate and evaluate an argument.

### Review

#### Key Terms

- A **claim** refers to a statement that asserts a belief or truth. In arguments, most claims require supporting evidence to be considered valid.
- A **fallacious argument** has a flaw in its structure that makes its conclusion invalid or suspect.
- **Evidence** is information that supports a claim. It can be in the form of statistical data, testimonies from experts, research findings, and examples.

### Watch!

The following video explains how claims, reasoning, and evidence make up an argument:

- <https://www.youtube.com/embed/69btpc8Ds0M>

### Exploring the Standard

Writers use evidence to try to persuade their audience. Often, writers use both logical evidence and emotional appeals in order to support their claims. Logical evidence, such as facts, data, and expert opinions, is supported by research or experience. In contrast, emotional appeals seek to engage readers' emotions rather than their sense of reason. Emotional appeals may include personal stories, striking images, and words with strong connotative meanings. It is important for readers to recognize how authors may use emotions to sway their readers. In most cases, emotional appeals alone are not sufficient evidence to make a valid argument.

