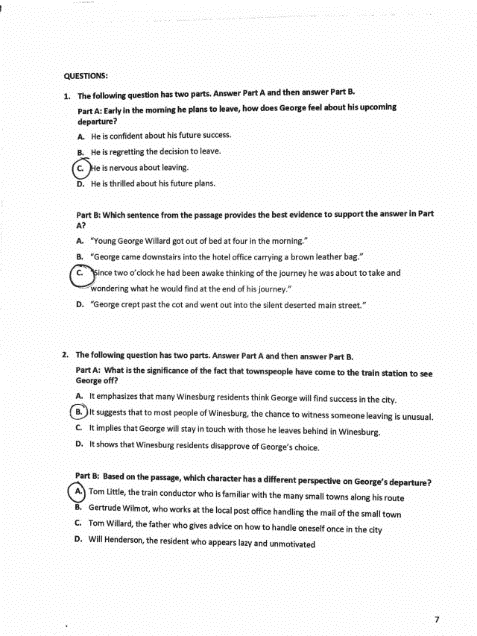
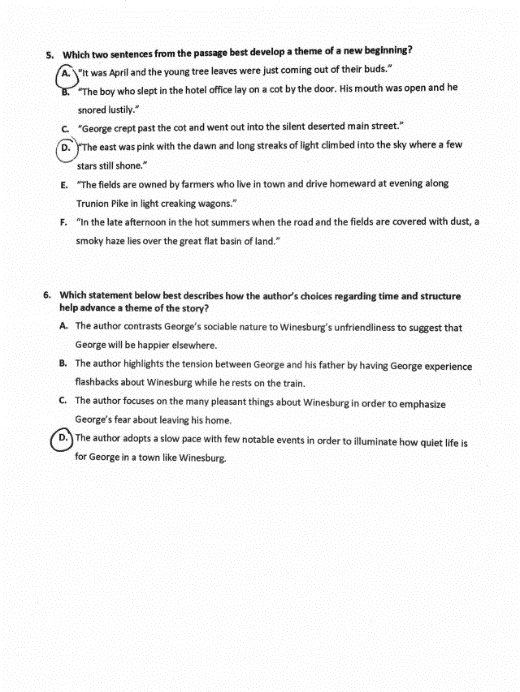
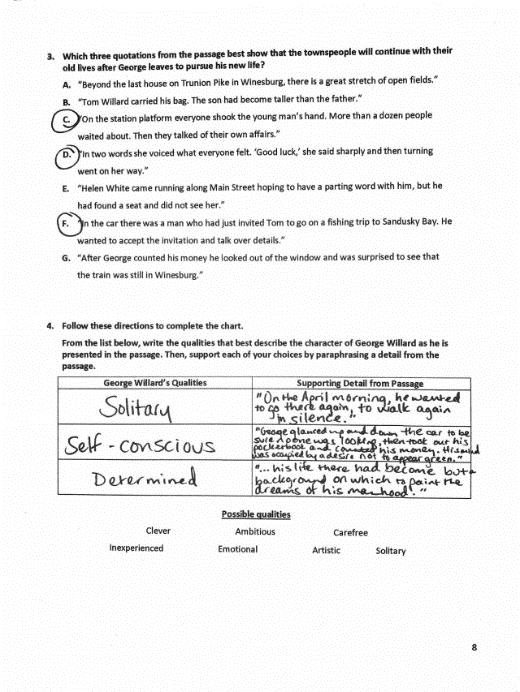
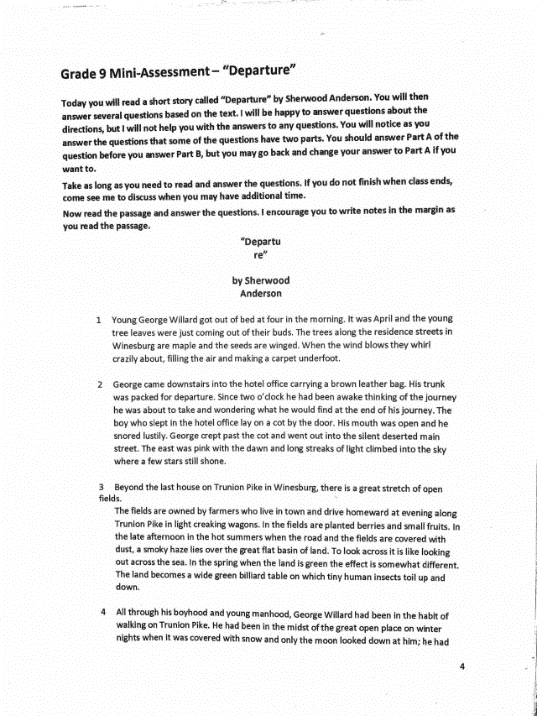
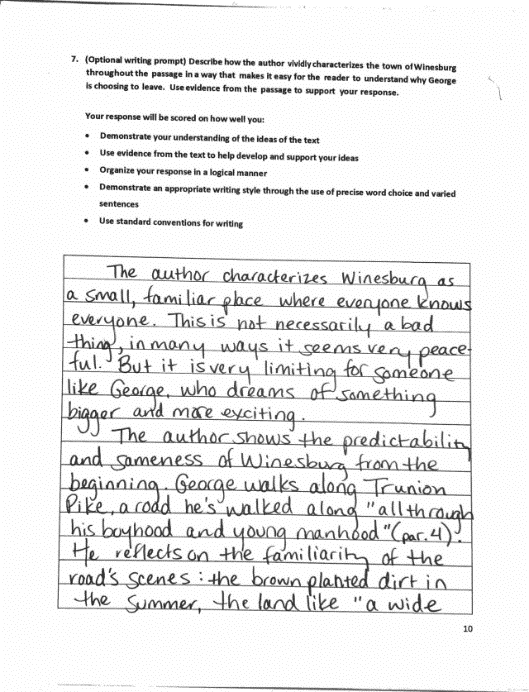
# 9th – 10th Grade Reading and Writing Assignment

This assignment is **strongly aligned** to the standards.





Overview

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Ninth-grade students read “Departure,” an excerpt from Sherwood Anderson’s "Winesburg, Ohio," then answer multiple-choice and writing-based questions about the text. This assignment exposes students to a noteworthy literary text and the questions build students’ understanding of it. Students also analyze the text in a written response.

About the Text

|  |  |
| --- | --- |
| Title and Author | “Departure” by Sherwood Anderson |
| What is the Lexile Level of this text? | 1050 |
| Based on Lexile, which grades is this text intended for? | 6-8 |
| Is the text qualitatively complex enough for the grade? | Yes |
| Is this text fiction or non-fiction? | Fiction |
| Is this text authentic or was it written for educational purposes? | Authentic |
| Does the text provide sufficient detail to build knowledge of a worthwhile topic and/or is it worth reading closely and re-reading? | Yes |

Related Standards

**RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**The assignment is **strongly aligned** to this standard. Question 1, for example, asks both how the main character, George, is feeling, and which specific sentence from the text suggests this.

**RL.9-10.2: Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.**The assignment is **strongly aligned** to this standard. Question 5 asks students to pinpoint the specific language from the text that develops the theme of a “new beginning.”

**RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.**The assignment is **strongly aligned** to this standard. Question 4 asks students to choose several descriptors for George, and to support those descriptors with specific passages from the text.

**RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.**The assignment is **strongly aligned** to this standard. The culminating writing prompt asks students to describe how the author’s vivid descriptions of Winesburg evoke an understanding of George’s desire to leave.

**RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.**The assignment is **strongly aligned** to this standard. Question 6 asks students how the author’s structuring and pacing impacts the story.

**RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.**The assignment is **strongly aligned** to this standard.

**C.9-10.1: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**The assignment is **strongly aligned** to this standard. The writing prompt gives students opportunity to articulate a claim about the text and support it with evidence.

**L.9-10.2: When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.**The assignment is **strongly aligned** to this standard. Students have opportunity to demonstrate their command of 9th grade-level spelling in the writing piece; the directions specifically name language conventions as a criterion for strong work.

Why is this assignment strongly aligned?

**Students read a worthwhile text.** There’s extensive imagery and symbolism within the text, which requires inference and interpretation on students’ part.

**Students must read the text carefully to answer the questions.** The questions direct students back to specific passages in the text that build their understanding. Questions become increasingly more complex and help students understand the whole excerpt.

**The questions ask students to articulate independent ideas about the text and support those ideas with evidence;** Students have an opportunity to share what they learned from the text.

**Students practice structuring an argumentative piece of writing.** They must make a claim, support it with evidence, and organize their thoughts in a written response.