

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 2014**

Honors English 9 Brandi Adams and Kristin Slattery	
Course Essential Questions (from Phase I report):	
<p>Writing:</p> <ul style="list-style-type: none"> ● How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces? ● How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience? ● How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic? <p>Reading:</p> <ul style="list-style-type: none"> ● How can readers take charge of their own reading lives? ● How can readers use comprehension strategies to deepen their understanding of a text? ● How can readers reflect and respond to what they read? <p>Language/Speaking and Listening:</p> <ul style="list-style-type: none"> ● How can I prepare for and participate in a range of conversations and collaborations? ● How can I use my understanding of language to communicate clearly and effectively? ● How can I use my understanding of language to improve my written and oral communication? 	
Phase II Curriculum	
Unit: Foundations in Essay Writing	
Essential Questions: <ul style="list-style-type: none"> ● How does the organization of writing contribute to its effectiveness? ● How is a persuasive essay written? ● How do word choice and mechanics affect the overall tone of the essay? 	Essential Understanding: <ul style="list-style-type: none"> ● An effective persuasive essay contains an introduction, conclusion, counter argument and rebuttal with appropriate language construction, organized into distinct sections with transitions to aid fluency. ● A clear, concise thesis statement is an essential element of a focused persuasive essay. ● Appropriate vocabulary and grammatical structures contribute to the understanding of the essay. ● Writing improves through revision and editing.
Curriculum Standards- DOK noted where applicable with Standards	

Common Core Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

1. Demonstrate command of the **conventions** of standard English **grammar and usage** when writing or speaking.
 - a. Use **parallel structure**.*
2. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.
 - c. Spell correctly.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
What the following elements are and why they are included in a persuasive essay: <ul style="list-style-type: none">● Thesis/Claim● Examples, Evidence and Warrant● Attention-getting strategies● Topic sentences	<ul style="list-style-type: none">● Write an effective persuasive essay including:<ul style="list-style-type: none">IntroductionThesis/ClaimSupporting detailsCounterargument/CounterclaimRebuttal

<ul style="list-style-type: none"> ● Transitions <p>The following components of grammar/rhetoric:</p> <ul style="list-style-type: none"> ● Comma and Semicolon rules ● Commonly misused words ● Agreement of subjects and verbs ● Parts of Speech ● Parallel structure (thesis statement) ● Proper use of pronouns in formal writing ● Redundant/unneeded words 	<p>Conclusion</p> <ul style="list-style-type: none"> ● Apply prewriting strategies ● Take a position and support it with evidence ● Revise and edit complex texts for usage/mechanics and rhetorical devices ● Use editing marks and a rubric to evaluate an essay.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Mythology and Research	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does mythology influence today's world? ● How does American culture derive from Greek culture? ● What is the best approach to use when reading a challenging text? ● How can reliable research be defined, documented, and presented? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> ● Allusions to Greek mythology pervade our culture. ● Western culture is derived from Greek culture politically, intellectually, and artistically. ● Reading strategies help readers' access texts at or above their current reading level. ● Reliable research can be defined, documented and presented by distinguishing between reliable and unreliable sources and employing MLA

formatting.

Curriculum Standards- DOK noted where applicable with Standards

Writing Standards

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
5. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
6. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize

multiple sources on the subject, demonstrating understanding of the subject under investigation.

9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Standard for Literature

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

Reading Standards for Informational Text

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

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

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.

c. Spell correctly.

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

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● The Olympian gods--their symbols, realms, and importance to Greek culture ● Facets of Ancient Greek culture ● Mythological allusions pervade modern culture ● The relevance of Greek culture and mythology to our modern society ● MLA formatting, including the Works Cited page and proper in-text citations ● The difference between a reliable and an unreliable source 	<ul style="list-style-type: none"> ● Apply reading strategies to understand a complex text ● Identify allusions ● Identify credible sources and use appropriate research strategies ● Visually organize information ● Summarize and paraphrase information from research and difficult texts ● Create a Works Cited page and appropriate in-text citations ● Find credible sources using a variety of mediums

Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Epic Poetry	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is an epic poem? • What is an epic hero? • What is a monomyth and how does it transcend time? • What literary elements are specific to epic poetry? • How will close reading aid comprehension of a difficult text? • How can a modern connection be made to ancient literature? • How are themes developed over the course of a text? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • An epic poem is a narrative poem which embodies the beliefs, customs and values of a particular culture. • An epic hero is larger than life, accepts a quest, embodies the qualities of a culture, and has superior intelligence and strength. • The hero's journey, or monomyth, is a literary archetypal pattern for storytelling that has been used since ancient times and still is today. • Epic poetry includes conventions such as epithets, invocations, Homeric similes, and elevated language • Close reading and re-reading alleviates frustration and helps readers pick up clues they missed on the first read. • We can see glimpses of epic poetry in our modern world.
Curriculum Standards- DOK noted where applicable with Standards	

Writing Standard

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
3. (Honors) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
5. (Honors) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
6. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “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”).

Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
3. 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; provide an objective summary of the text.
4. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
5. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).
6. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Standards for Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. (Honors) Propel conversations by posing and responding to questions that relate the current

discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- c. (Honors) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● The qualities of Odysseus as an archetypal epic hero and how these qualities transcend generations ● How a Homeric simile enhances the beauty of an epic and reaches out to its audience through an accessible analogy ● A hero’s journey is never easy; it is one fraught with peril, but not necessarily about the journey itself. A journey is really the path toward self-discovery. ● Values and customs of Greek culture are illustrated in an epic ● How epithets reveal identifying characteristics of a person, place, or thing. 	<ul style="list-style-type: none"> ● Paraphrase or summarize a text. ● Apply reading strategies to a complex text. ● Identify and interpret a Homeric similes and epithets. ● Use examples from literature to support a position. ● Identify the hero’s journey in a text ● Identify allusions in a piece of literature ● Interpret and manipulate story lines and characters in order to create a new product

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

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Phase II Curriculum
Unit: Greek Drama/Tragedy

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are the culture and customs of Ancient Greece reflected in Greek Drama? ● Why do themes transcend generations? ● What is a tragedy? ● What is an effective way to organize ideas when comparing a modern piece to ancient literature? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> ● Greek playwrights infused cultural norms (i.e. family, religion, and burial rites) within their dramatic works. ● Students will recognize that universal themes are fundamental to the experience of humanity. ● A tragedy is a dramatic art form that includes specific elements such as a tragic hero, hubris, catharsis, protagonist, and antagonist. ● Ideas can effectively be organized by using a graphic organizer.
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Curriculum Standards- DOK noted where applicable with Standards
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<p>Writing Standards</p> <p>1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>4. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
4. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
5. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Spell correctly.

LEARNING TARGETS**Knowledge/Content****I Know ...**

- How conventions of Greek Theater affected both the language and performance of a piece.
- How the following dramatic elements influence a piece:
 - Tragic hero
 - Tragic flaw
 - Hubris
 - Motives
 - Hamartia
 - Catharsis
- The role of a chorus/choragus/odes
- Figurative language
- Formatting of verse
- Significance of the role the gods played in the lives of Ancient Greeks
- Comparison essay conventions
- MLA style citations
- Transition words

Skills/Processes**I Can ...**

- Visualize the performance and note the restrictions Greek conventions had on a play (ex: messengers, public spaces, chorus).
- Defend selections of a tragic hero based on analytical reasoning.
- Decode a challenging verse in order to interpret the text and its universal themes.
- Read lines written in verse.
- Recognize themes that existed in Ancient Greek drama are still relevant today.
- View and take note of similarities between a modern film and an Ancient Greek play (ex: characters, theme, motive, symbolism).
- Complete a graphic organizer.
- Draft, revise, and edit a comparison essay.

Phase III Textbook/Materials**Phase IV Summative Assessment Evidence**

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Discovering and Exploring Literary Merit in Fiction	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do the elements of fiction contribute to the overall quality of a novel? ● What are effective writing techniques for narratives? ● How do we analyze fiction? ● Why is it important to use reading strategies to understand difficult texts? ● How does critical reading help formulate one’s opinion of a text? ● What are the elements of the modern detective story? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> ● Stories impart meaning through the development of elements such as plot, setting, characterization, conflict, point of view, and theme. ● Effective writing techniques include suspense, foreshadowing, irony, connotation, mood, figurative language, etc. ● We analyze texts by choosing an element of fiction and examining it in a deeper context. ● Reading strategies help readers’ access texts at or above their current reading level. ● Critical reading helps a reader gather evidence to support and warrant one’s opinions through using textual evidence. ● The modern detective story contains elements such as introduction to detective and crime, overlooked clues, red herrings, solutions and apprehensions.
Curriculum Standards- DOK noted where applicable with Standards	
<p>Writing Standards</p> <ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 4. Write arguments to support claims in an analysis of substantive topics or texts, using valid 	

reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Standards for Literature

1. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
2. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
3. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
5. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
6. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

7. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
8. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “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”).

Standards for Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - c. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.*
2. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.
 - c. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● The following terms related to the elements of fiction: plot (exposition, rising action, climax, falling action, resolution), setting, direct and indirect characterization, conflict, theme, and the point of view (1st person, limited, objective, and omniscient) ● Narrative writing techniques such as: simile, metaphor, personification, symbolism, irony, suspense, foreshadowing, imagery, flashback, and mood 	<ul style="list-style-type: none"> ● Use Reading Strategies to access texts, including visualization, making connections, asking questions, making predictions, identifying confusion, using recovery strategies, using context clues. ● Express understanding through critical thinking and/or analytical writing. ● Identify, apply, and analyze how different literary techniques enhance the stylistic qualities of a text.

<ul style="list-style-type: none"> ● Figurative and literary elements enhance the emotional power of a work. ● Different types of reading strategies improve comprehension; these include visualization, making connections, asking questions, making predictions, identifying confusion, using recovery strategies, and using context clues. 	<ul style="list-style-type: none"> ● Write a literary analysis of the elements of literature and writing techniques in a narrative text ● Write a narrative detective story ● Articulate my opinions orally within a group and respond to others' opinions ● Select textual evidence to support an opinion ● Use the writing process to improve the effectiveness of my writing
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Understanding Narrative Nonfiction	
Essential Questions: <ul style="list-style-type: none"> ● How do the elements of fiction extend to a nonfiction work? ● What are different types of narrative nonfiction and how do they differ? ● How does narrative nonfiction influence a reader's understanding of an historic time period? ● Why is it important to evaluate the validity of facts? ● How are primary sources distinguished from 	Essential Understanding: <ul style="list-style-type: none"> ● Nonfiction deals with facts but can also have a narrative structure, including other literary elements. ● Narrative nonfiction includes autobiographies, memoirs, biographies, diaries, etc. ● Narrative nonfiction gives us insight and an emotional connection to events in history. ● Primary sources present authentic insight or testimonial from a particular point of view

<p>secondary sources?</p> <ul style="list-style-type: none"> • How can lessons learned from narrative nonfiction be applied to current events? 	<p>while secondary sources are from an outsider’s perspective</p> <ul style="list-style-type: none"> • Lessons from narrative nonfiction build background knowledge necessary be an informed member of a global society.
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Curriculum Standards- DOK noted where applicable with Standards

Written Standards

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
5. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
6. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

10. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “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”).

Reading Standard for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
3. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
4. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
6. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Standards for Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - d. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - e. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - f. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language Standards

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
4. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.
- c. Spell correctly.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● Elements of fiction can appear in nonfiction pieces, enhancing the emotional power of a work. ● Narrative nonfiction can be autobiography, biography, memoir, and diary ● Purpose and point of view should be analyzed when approaching a narrative nonfiction piece. 	<ul style="list-style-type: none"> ● Recognize the difference in viewpoint between fiction and narrative nonfiction. ● Apply understanding of how the elements of fiction are developed in a text to extended narrative nonfiction works. ● Evaluate nonfiction works for their perspective on history and interpret nonfiction texts using cross-curricular knowledge. ● Reflect on and analyze the text, and synthesize information to create a new understanding ● Differentiate between biography, autobiography, and memoir, and between subjective and objective texts

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

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Phase II Curriculum

Unit: Shakespearean Tragedy

Essential Questions:

- How have drama conventions changed since Ancient Greek times? What dramatic conventions are the same?
- Why do we need to know the function of dramatic devices?
- How does culture influence the dramatic art?
- How do authors use source material in their writing?

Essential Understanding:

- Drama conventions change in accordance to the time period in which they are written and performed.
- Understanding the function of different dramatic literary devices helps readers to unlock characters, plot, and theme.
- Grasping the cultural influence of a period helps to understand a new perspective of cultural norms. (Ex: arranged marriages, nurses, and burial customs.)
- Authors adapt and change source material to fit different themes, settings, and audiences.

Curriculum Standards- DOK noted where applicable with Standards

Writing Standards

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
5. (Honors) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. **Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Standards for Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - f. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - g. Propel conversations by posing and responding to questions that relate the current discussion

to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- h. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
3. 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; provide an objective summary of the text.
4. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
5. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● Common archaic words/phrases (thou, art, doth) ● Background of Elizabethan Theaters and the influence this played on both the script and performance of Elizabethan pieces. ● Conventions of an Elizabethan Sonnet, such as rhyme scheme, iambic pentameter, and diction used to support a theme. ● Timeless themes transcend generations. ● MLA citation for plays 	<ul style="list-style-type: none"> ● Analyze the structure of the Shakespearean tragedy with special emphasis on exposition and rising action. ● Analyze and read aloud dialogue written in verse ● Paraphrase dialogue. ● Successfully identify plot incidents which will become complications leading to the final tragedy. ● Analyze characterization to evaluate

	<p>characters and the choices they make.</p> <ul style="list-style-type: none"> ● Work with Shakespearean language comfortably. ● Select textual evidence to defend who/what students hold responsible for the tragedy through analytical reasoning.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Vocabulary	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do learners master new words? 2. How do readers and writers use new vocabulary? 3. How does knowing the nuances of a new word impact readers and writers? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Learners master new words by understanding meaning, appropriate context for the word, pronunciation and word relationships. 2. Readers use new vocabulary to deepen their comprehension of challenging text. Writers use new vocabulary to select precise language and communicate effectively. 3. Understanding that words have nuances benefits readers and writers by increasing their ability to think critically and write with style and clarity. 4. Understanding the conventions of

4. How does understanding the conventions of language help a learner understand and use new words?	language helps a learner use new words in the appropriate part of speech, tense and context.
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Curriculum Standards- DOK noted where applicable with Standards

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

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

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

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

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • There are eight parts of speech which all function differently in a sentence. • Words can take on multiple forms. • Words are nuanced to be used in different contexts. • A variety of strategies to define and master unknown words. • A synonym is a word that is similar in meaning to another word. • An antonym is a word that is opposite in meaning. • The many relationships which exist between words. 	<ul style="list-style-type: none"> • Determine the difference between inferred and explicit text • Infer by reasoning. • In group discussion, prove my inference by stating the line in the text that supports my findings. • Determine the meaning of words and phrases by using context clues. • Determine the meaning of words and phrases by using context clues. • Recognize analogies throughout the text. • Identify connotative language and explain

<ul style="list-style-type: none"> • Various types of analogies. • The standards of conventional English. 	<p>the author’s reasoning for using each.</p> <ul style="list-style-type: none"> • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Use evidence from informational texts to support my analysis, reflection, and research. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) • Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
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Phase V Learning Plan

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Phase II Curriculum
Unit: Introduction to AP Reading/Independent Reading

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do readers select books which will challenge and interest them? 2. How does a reader reflect on a piece of literature? 3. How do literary elements employed by authors impact a text and a reader's understanding of it? 4. What skills and strategies are necessary to read independently over a period of time? 5. How does a reader evaluate a piece of literature? 6. How does a reader summarize a piece of literature? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Readers select books based on their individual interests and skill set. Good readers also know to evaluate their selection to inform future choices. Readers also benefit from the sharing of titles in order to broaden their repertoire of text. 2. Readers identify themes of text to make connections and gain understanding. 3. Authors use literary elements to engage readers while crafting a complex. 4. Readers must plan and set aside time devoted to reading and reflecting on text. 5. Readers analyze authors' style in order to evaluate the effectiveness of a text, in engaging an audience and conveying meaning. 6. Readers summarize literature by showing their understanding of the story through its literary elements.
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Curriculum Standards- DOK noted where applicable with Standards

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

RL.9-10.2. 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; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • How to select books that will challenge and reflect my reading level. • A variety of reading strategies to increase both my comprehension and appreciation of the text. • How to reflect and appreciate the quality of writing from the literature. • The necessity of planning reading over a period of time to meet my reading goals. • How to identify key literary elements for use in a summary of the text. • How to evaluate the literature to write a book recommendation. • The rules of citing a novel. • The rules for formally formatting a paper. 	<ul style="list-style-type: none"> • Identify the main idea and supporting details in a variety of texts. • Determine the difference between inferred and explicit text. • Infer by reasoning. • In group discussion, prove my inference by stating the line in the text that supports my findings. • Judge importance of details. • Evaluate the meaning of a selected passage. • Interpret the central theme or idea. • Discuss, in writing or in a group, how the theme is developed throughout the text. • Identify the problem in the story. • Describe how characters relate to the problem. • Examine each character’s thoughts and feelings as they relate to the theme. • Objectively summarize the text. • Explain through citing evidence from the

	<p>text why a character makes a certain decision.</p> <ul style="list-style-type: none">• Identify the structure of the text.• Compare and contrast the structure of two or more texts.• Determine the style and main idea of the text.• Analyze how the structure of the text helps to develop the meaning and further explain the style.• Summarize the plot of a modern work of fiction• Describe a character through direct/indirect characterization in each type of work.• Analyze how a modern piece of fiction work develops themes, plot, and character types.• Comprehend texts by thinking about, talking about, and responding to what I read.• Read and comprehend literature with increasing text complexity and proficiency.• Compose a topic sentence to introduce my position about a particular claim.• Organize the reasons and evidence logically.• Support claim(s) with logical reasoning and relevant evidence.• Demonstrate an understanding of the topic or text using accurate textual evidence.• Compose sentences using various types of sentence structure to create cohesion and clarify the relationships.• Create writing pieces appropriate to a specific task, specific purpose, and• Establish and maintain a formal (authoritative)• Provide a concluding statement or section that follows from and supports the argument presented.• Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts.• Use precise language and domain-specific vocabulary to inform about or explain a
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	<p>topic.</p> <ul style="list-style-type: none"> • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • Utilize the writing process to develop and strengthen writing. • Utilize revising strategies to maintain consistent purpose and audience. • Use evidence from literary texts to support my analysis and reflection. • Correctly cite and format a paper using MLA.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	