

The following CCSS’s are embedded throughout the trimester, present in all units applicable:

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

RI.9-10.10 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.

W.9-10.10 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

S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.

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.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Narrative Writing Unit</p> <p>What makes a good story?</p> <p>How do I write a good narrative?</p>	<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or</p>	<p>W.9-10.3: I can define narrative and describe the basic parts of plot. I can engage the reader by introducing one or more point(s) of view, the narrator (first, second, or third POV), characters, setting (set the scene), and the event that starts the story in motion. I can use narrative techniques to develop experiences, events, and/or characters where one event logically leads to another. I can use descriptive words and phrases that reveal details, appeal to the sense, and help convey a vivid picture of the experiences, events, setting, and/or characters (create mind pictures). I can signal changes in time and place by using transition words, phrases, and clauses to show the relationships among</p>	<p><i>Two Men, Two Flips of Fate</i> by Rick Reilly, (excerpt from) <i>The Tiger</i> by John Valliant, (excerpt from) <i>The Body Broken</i> by Lynne Greenburg, (excerpt from) "The Tastiest Cheese Ever" by Michelle Wildgen, "The Fart that almost Destroyed my Relationship" by Anna Lind Thomas www.pennykittle.org- writing narrative qualities, sample narrative unit framework</p>	<p>Formative: Annotation of Mentor Text, Cut & Paste Revision Activity, Writing Narrative Qualities, RADAR revision activity, one on one conference on rough draft, one on one conference on revision, Quickwrite Genre Study prompt-driven writing</p> <p>Summative: Narrative Essay (Rough Draft, 2nd/3rd draft, Final Published piece)</p>

<p>Narrative Writing Unit</p> <p>What makes a good story?</p> <p>How do I write a good narrative?</p>	<p>characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5: 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.)</p> <p>W.9-10.6: 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.</p>	<p>experiences and events. I can write a logical conclusion that reflects on the experiences/ events and provides a sense of closure (ties up all loose ends and leaves the reader satisfied)</p> <p>W.9-10.4: I can identify writing style that best fits my task, purpose, and audience. I can use organizational/ formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>W.9-10.5: I can use prewriting strategies to formulate ideas. I can recognize that a well-developed piece of writing require more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and review when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>W.9-10.6: I can identify technology that will help me produce, publish, and update my individual and shared writing products. I can determine the most effective technology medium to accomplish my writing task. I can use technology to enhance my writing product by linking to other information and/or displaying information flexibly and dynamically.</p>		
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<p><i>Lord of the Flies</i> by William Golding</p> <p>What is the nature of good and evil?</p> <p>What makes good people do bad things?</p>	<p>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.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI.9-10.3: 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.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>RI.9-10.1: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>RI.9-10.2: I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text.</p> <p>RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author’s ideas or claims. I can</p>	<p>Primary: <i>Lord of the Flies</i> by William Golding</p> <p>Linking: Article(s) of the Week: current events, informational text <i>The Twilight Zone</i> “I Shot an Arrow into the Air”, Television <i>Lost</i>, Season 1, Episode 1 “Pilot”, Television <i>The Stanford Prison Experiment</i> (dvd), Stanford University</p>	<p>Formative: Chapter Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Ritual vs. Aggression Graph, Making Inferences Activity, Character/ Situation Dramatic Role-playing</p> <p>Summative: Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis</p>
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<p><i>Lord of the Flies</i> by William Golding</p> <p>What is the nature of good and evil?</p> <p>What makes good people do bad things?</p>		<p>analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author’s ideas or claims.</p> <p>RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author’s point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p><i>The House of the Scorpion</i> by Nancy Farmer</p> <p>Just because we can, should we?</p>	<p>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.</p> <p>RL.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI.9-10.3: 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.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p>RL.9-10.1: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>RI.9-10.2: I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfolds</p>	<p>Primary: <i>The House of the Scorpion</i> by Nancy Farmer</p> <p>Linking: Article(s) of the Week: current events, informational text, various sources “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne, short story “The Birthmark” by Nathaniel Hawthorne, short story</p>	<p>Formative: Section Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Background Information Research Assignment, Infographic Response, Character/Situation Dramatic Role-playing</p> <p>Summative: Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis, Character Development Analysis</p>

	<p>connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text.</p> <p>RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author’s ideas or claims. I can analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author’s ideas or claims.</p> <p>RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author’s point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Writing Workshop/ Informational Writing	W.9-10.2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,	W.9-10.2: I can select a topic and identify and gather relevant information to share with my audience. I can define common organizational/ formatting structures and determine the structure(s) that will allow me	“Columbine: Whose Fault Is It?” by Marilyn Manson “A Man with a Plan” Infographic, by Allison Cross, Jonathan Rivait, and	Formative: Annotation of Mentor Text, Cut & Paste Revision Activity, Writing Narrative Qualities, RADAR revision activity, one on

<p>Writing Workshop/ Informational Writing</p> <p>How do I write with authority about what I know?</p>	<p>organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<p>to organize my complex ideas best. I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure. I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/ section that supports the information presented.</p>	<p>Richard Johnson/ National Post News Articles, Various Sources</p>	<p>one conference on rough draft, one on one conference on revision, Quickwrite Genre Study prompt-driven writing</p> <p>Summative: Rough Draft, Evidence of Revision, Final Published Text, Written Self-Reflection</p>
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