NORTHERN YORK COUNTY SCHOOL DISTRICT



9th Grade Academic English I

August 2013

NORTHERN YORK COUNTY SCHOOL DISTRICT COURSE

I. Philosophy

The Language Arts Department believes that effective communication is the foundation of the human experience. We recognize the need for language arts education to promote the communication skills of all students. All areas of language—reading, writing, speaking, and listening—should be included in all grades and levels of the high school curriculum. It is the role of the classroom teacher to motivate each student to achieve his potential in order to succeed as an informed adult. An appreciation of literature and a command of speaking, listening, and writing skills are all invaluable components of a language arts education and essential to all students.

II.Core Concepts

A. Key feature of course (key understandings, assignments, reoccurring activities, projects)

Vantage Learning Writing Program

B. Course of Study

 Marking Period 1 Short Story Library/Research Process Novel Mechanics Composition Vocabulary Non Fiction

2. Marking Period 2 Novel Composition Research Activites Vocabulary Usage 3. Marking Period 3
Epic Poetry
Drama
Vocabulary
Research Activities
Composition

4. Marking Period 4
Drama
Independent Reading Non Fiction-TBA
Poetry
Legend
Composition
Vocabulary
Usage

C. Texts and Resources

Adventures in Reading English Composition and Grammar Outlooks A Tale of Two Cites Literature/Mcdougal Littell Animal Farm The Count of Monte Cristo Internet Resources (selected reading)

D. Expected Levels of Achievement

Grading System:

93-100	=	А	(excellent progress)
85-92	=	В	(above average progress)
77-84	=	С	(average progress)
70-76	=	D	(below average progress)
Below 70	=	F	(failing)
Unfinished	=	I	(some incomplete work)

	Northern York County School District Curriculum			
Course Name	English 1120			
Grade Level	GRADE 9			
Credits	1.00 Credits (Weighted GPA)			
Instructional Procedures	Reading and Responding Discussion Note Taking Writing Multi Media Available Technology			

Unit 1		Short Story				
Time Frame	Three to Four Weeks					
	Reading and Responding					
	Note taking					
Instructional Procedures	Discussion					
	Internet/Multi Media					
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology		
Fiction addresses universal themes of	How do authors develop	CC.1.2.9-10.A	L.F.1.2.1 Identify and/or apply a	Theme		
life.	fictional characters?	Determine a central idea of a text and analyze its development over	synonym or antonym of a word used in a text.	Irony Dramatic Irony		
Elements of fiction combine to	Why are their different types	the course of the text, including	used in a text.	Situational Irony		
engage the reader.	of character in a story?	how it emerges and is shaped and	L.F.1.2.2 Identify how the	Verbal Irony		
	How does the plot sequence	refined by specific details; provide an objective summary of the text.	meaning of a word is changed when an affix is added; identify	Point of View First-person		
	affect the telling of a story		the meaning of a word with an	Third-person		
		CC.1.2.9-10.B	affix from a text.	Third-Person limited		
	How does character	Cite strong and thorough textual		Omniscient		
	development affect the telling of a story?	evidence to support analysis of what the text says explicitly as	L.F.1.2.3 Use context clues to determine or clarify the meaning	Tone Conflict		
	01 a St01 y !	well as inferences and conclusions	of unfamiliar, multiple-meaning,	Internal conflict		
	Why is conflict important in	based on an author's explicit	or ambiguous words.	External Conflict		

the works of fiction?	assumptions and beliefs about a		Setting
the works of fiction?	subject.	L.F.1.2.4 Draw conclusions about	Atmosphere
How does conflict contribute	subject.	connotations of words.	Symbol
	CC.1.2.9-10.C	connotations of words.	Anachronism
to the telling of a story?			
Here do so settino offerst the	Apply appropriate strategies to	L.F.1.3.1 Identify and/or explain	Suspense
How does setting affect the	analyze, interpret, and evaluate	stated or implied main ideas and	Allusion
telling of a story?	how an author unfolds an analysis	relevant supporting details from a	Simile
	or series of ideas or events,	text.	Metaphor
How do I recognize the theme	including the order in which the	Note: Items may target specific	Dialect
of a story?	points are made, how they are	paragraphs.	Dialogue
	introduced and developed, and		Plot
Why do different people find	the connections that are drawn	L.F.1.3.2 Summarize the key	Round Character
different meanings in the same	between them.	details and events of a fictional	Flat Character
text?		text, in part or as a whole.	Characterization
	CC.1.2.9-10.D		
How does one prove that one's	Determine an author's particular	L.F.2.1.1 Make inferences and/or	
interpretation of a theme is	point of view and analyze how	draw conclusions based on	
valid?	rhetoric advances the point of	analysis of a text.	
	view.		
How does the identification		L.F.2.1.2 Cite evidence from a	
and analysis of literary devices	CC.1.2.9-10.E	text to support generalizations.	
enhance the readers	Analyze in detail how an author's		
understanding and	ideas or claims are developed and	L.F.2.2.1 Analyze how literary	
appreciation of fiction?	refined by particular sentences,	form relates to and/or influences	
	paragraphs, or larger portions of a	meaning of a text.	
How does one indentify the	text.		
point of view in a piece of		L.F.2.2.2 Compare and evaluate	
fiction?	CC.1.2.9-10.F	the characteristics that distinguish	
	Analyze how words and phrases	fiction from literary nonfiction.	
How does viewpoint affect the	shape meaning and tone in texts.		
story?		L.F.2.2.3 Explain, interpret,	
		compare, describe, analyze, and/or	
What is the value in		evaluate connections between	
comparing and contrasting	CC.1.2.9-10.J	texts.	
different stories?	Acquire and use accurately		
	general academic and domain		
How does one analyze a story	specific words and phrases,	L.F.2.3.1 Explain, interpret,	
and appreciate what it has to	sufficient for reading, writing,	compare, describe, analyze, and/or	
offer?	speaking, and listening at the	evaluate character in a variety of	
	college and career readiness level;	fiction:	
What literary devices does an	demonstrate independence in	Note: Character may also be	
author use in a story?	gathering vocabulary knowledge	called narrator or speaker.	
	when considering a word or	• the actions, motives, dialogue,	
	phrase important to	emotions/feelings, traits, and	
	comprehension or expression.	relationships between characters	
		within fictional text	
	CC.1.2.9-10.K	• the relationship between	
	Determine or clarify the meaning	characters and other components	

	of unknown and multiple meaning	of a text	
	words and phrases based on grade	• the development of complex	1
	level reading and content,	characters and their roles and	1
	choosing flexibly from a range of	functions within a text	1
		functions within a text	1
	strategies and tools.		1
		L.F.2.3.2 Explain, interpret,	1
		compare, describe, analyze, and/or	1
	CC.1.3.9-10.A	evaluate setting in a variety of	1
	Determine a theme or central idea	fiction:	1
	of a text and analyze in detail its	• the relationship between setting	1
	development over the course of	and other components of a text	1
	the text, including how it emerges	(character, plot, and other key	1
			1
	and is shaped and refined by	literary	1
	specific details; provide an	elements)	1
	objective summary of the text.		1
		L.F.2.3.3 Explain, interpret,	1
	CC.1.3.9-10.B	compare, describe, analyze, and/or	1
	Cite strong and thorough textual	evaluate plot in a variety of	1
	evidence to support analysis of	fiction:	1
	what the text says explicitly as	Note: Plot may also be called	1
	well as inferences and conclusions	action.	1
	based on an author's explicit		1
		• elements of the plot (e.g.,	1
	assumptions and beliefs about a	exposition, conflict, rising action,	1
	subject.	climax, falling action, and/or	1
		resolution)	1
		 the relationship between 	1
		elements of the plot and other	1
	CC.1.3.9-10.D	components of a text	1
	Determine an author's particular	• how the author structures plot to	1
	point of view and analyze how	advance the action	1
	rhetoric advances the point of		1
	-	I E 2 3 1 Explain interpret	1
	view.	L.F.2.3.4 Explain, interpret,	1
		compare, describe, analyze, and/or	1
	CC.1.3.9-10.E	evaluate theme in a variety of	1
	Analyze how an author's choices	fiction:	1
	concerning how to structure a text,	• the relationship between the	1
	order events within it and	theme and other components of a	1
	manipulate time create an effect.	text	1
	_	 comparing and contrasting how 	1
	CC.1.3.9-10.F		1
	Analyze how words and phrases		1
	shape meaning and tone in texts.	L.F.2.3.5 Explain, interpret,	1
	shape meaning and tone in texts.	compare, describe, analyze, and/or	1
	CC.1.3.9-10.G	1	1
		evaluate tone, style, and/or mood	1
	Analyze the representation of a	in a variety of fiction:	1
	subject or a key scene in two	• the relationship between the	1
	different artistic mediums,	tone, style, and/or mood and other	1
	including what is emphasized or	components of a text	1

absent in each treatment.	• how voice and choice of speaker	
	(narrator) affect the mood, tone,	
СС.1.3.9-10.Н	and/or meaning of a text	
Analyze how an author draws on	• how diction, syntax, figurative	
and transforms themes, topics,	language, sentence variety, etc.,	
character types, and/or other text	determine the author's style	
elements from source material in a		
specific work.	L.F.2.3.6 Explain, interpret,	
1	compare, describe, analyze, and/or	
CC.1.3.9-10.I	evaluate point of view in a variety	
Determine or clarify the meaning	of fiction:	
of unknown and multiple-meaning	• the point of view of the narrator	
words and phrases based on grade	as first person or third person	
level reading and content,	point of view	
choosing flexibly from a range of	• the impact of point of view on	
strategies and tools.	the meaning of a text as a whole	
-	ř l	
CC.1.3.9-10.K		
Read and comprehend literary		
fiction on grade level, reading		
independently and proficiently.		
CC.1.4.9-10.M		
Write narratives to develop real or		
imagined experiences or events		
CC.1.4.9-10.S		
Draw evidence from literary or		
informational texts to support		
analysis, reflection, and research,		
applying grade level reading		
standards for literature and literary		
non-fiction.		

Unit 2	Poetry			
Time Frame		One to two wee	eks	
Instructional Procedures	Reading and Responding Discussion Notes Writing			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Poetry uses specific conventions to convey universal themes and to evoke emotions. How do the elements of poetry combine to create an effective poem?	 What can poetry teach me? How do poetic elements influence my understanding of a poem? How does the form of a poem influence its purpose? How should I read a poem differently from other literature? How do my experiences affect my understanding of a poem's universal theme? How do I identify a theme of a poem? 	 CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.A 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. CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in 	 L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations. L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be 	Rhyme Speaker Theme Alliteration Onomatopoeia Meter Metaphor Figurative language Imagery Simile Locus Lyric Narrative Ballad Epic Dramatic Sonnet Blank verse Scanning Free verse Concrete poetry Symbol Stanza End stop line Run online Refrain Personification

	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. CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis reflection and	 called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.4 Explain, interpret, compare, describe, analyze, 	
	analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	 and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of a text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and Issues of its historical period 	

	 L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
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Unit 3	Еріс				
Time Frame	Two to Three Weeks				
Instructional Procedures	Reading and Responding Discussion Notes Writing Map skills Multi Media				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology	
What are the characteristics of the epic hero? What are the characteristics of the epic?	What are the major themes in the epic?What the literary devices are used by the author?How does the author develop the character of the hero?	CC.1.2.9-10.A 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. CC.1.2.9-10.B Cite strong and thorough textual	 L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. 	Figurative Language Conflict Theme Epithet Homeric Simile Personification Plot Strands	

How do the characters change during the course of the epic?	evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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. CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance,	 L.F.1.2.4 Draw conclusions about connotations of words. L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations. L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other components of a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: 	

	CC.1.2.9-10.J 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. CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.9-10.L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently.	
	CC.1.3.9-10.A 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. CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9-10.C Analyze how complex characters	
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the	

	4h	
	theme.	
	CC.1.3.9-10.D	
	Determine an author's particular	
	point of view and analyze how	
	rhetoric advances the point of view.	
	CC.1.3.9-10.E	
	Analyze how an author's choices	
	concerning how to structure a text,	
	order events within it and	
	manipulate time create an effect.	
	CC.1.3.9-10.F	
	Analyze how words and phrases	
	shape meaning and tone in texts.	
	CC.1.3.9-10.G	
	Analyze the representation of a	
	subject or a key scene in two	
	different artistic mediums, including	
	what is emphasized or absent in	
	each treatment.	
	СС.1.3.9-10.Н	
	Analyze how an author draws on	
	and transforms themes, topics,	
	character types, and/or other text elements from source material in a	
	specific work.	
	CC.1.3.9-10.I	
	Determine or clarify the meaning of	
	unknown and multiple-meaning words and phrases based on grade	
	level reading and content, choosing	
	flexibly from a range of strategies	
	and tools.	
	CC.1.3.9-10.J	
	Demonstrate understanding across	
	content areas within grade	
	appropriate level texts of figurative	
	language, word relationships, and	
	the shades of meaning among related words.	
	СС.1.3.9-10.К	
	Read and comprehend literary	
	fiction on grade level, reading independently and proficiently.	
	mucpenuentity and pronciently.	

Unit 4	Novel					
Time Frame	Four Weeks					
	Reading and Responding					
	Note taking					
Instructional Procedures	Discussion					
	Multi Media					
	Writing					
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology		
The novel addresses universal themes and emotions.	How do authors develop fictional characters?	CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.	Theme Irony Dramatic		
Elements of fiction combine to engage the reader.	Why are their different types of characters in a story?	course of the text, including how it emerges and is shaped and refined by specific details; provide an objective	L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	Irony Situational		
Events in an author's life may influence his writing.	How does the plot sequence affect the telling of a story	summary of the text. CC.1.2.9-10.B	L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or	Irony Verbal Irony Point of View		
	How does character development affect the telling of a story?	Cite strong and thorough textual evidence to support analysis of what	ambiguous words.	First-person Third-person		
	Why is conflict important in the works of fiction?	the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and	L.F.1.2.4 Draw conclusions about connotations of words.	Third- Person limited Omniscient		
	How does conflict contribute to the telling of a story?	beliefs about a subject. CC.1.2.9-10.D	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	Tone Conflict Internal		
	How does setting affect the telling of a story?	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	conflict External Conflict		
	How do I recognize the theme of a story?	CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Setting Atmosphere Symbol		
	Why do different people find different meanings in the same text?	refined by particular sentences, paragraphs, or larger portions of a text.	L.F.2.1.2 Cite evidence from a text to support generalizations.	Anachronism Suspense Allusion		
	How does one prove that one' interpretation of a theme is valid?	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.	Simile Metaphor Dialect		
	How does the identification and analysis of literary devices enhance the readers understanding		L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of	Dialogue Plot		

and appreciation of fiction?		fiction:	Round
11	CC.1.2.9-10.J	Note: Character may also be called narrator or	Character
How does one indentify the point	Acquire and use accurately general	speaker.	Flat Character
of view in a piece of fiction?	academic and domain specific words	• the actions, motives, dialogue, emotions/feelings,	Characterizatio
	and phrases, sufficient for reading,	traits, and relationships between characters within	n
How does viewpoint affect the	writing, speaking, and listening at the	fictional text	Foreshadowin
story?	college and career readiness level;	• the relationship between characters and other	
	demonstrate independence in	components of a text	g
How does one analyze a story and	gathering vocabulary knowledge when	• the development of complex characters and their	
appreciate what it has to offer?	considering a word or phrase	roles and functions within a text	
	important to comprehension or		
What literary devices does an	expression.	L.F.2.3.2 Explain, interpret, compare, describe,	
author use in a story?		analyze, and/or evaluate setting in a variety of	
	CC.1.2.9-10.K	fiction:	
How did events in the author's	Determine or clarify the meaning of	• the relationship between setting and other	
life affect his writing?	unknown and multiple meaning words	components of a text (character, plot, and other	
II did shaws stown shows a during	and phrases based on grade level	key literary	
How did characters change during	reading and content, choosing flexibly	elements)	
the story?	from a range of strategies and tools.	L.F.2.3.3 Explain, interpret, compare, describe,	
		analyze, and/or evaluate plot in a variety of fiction:	
	CC.1.3.9-10.A	Note: Plot may also be called action.	
	Determine a theme or central idea of a	• elements of the plot (e.g., exposition, conflict,	
	text and analyze in detail its	rising action, climax, falling action, and/or	
	development over the course of the	resolution)	
	text, including how it emerges and is	• the relationship between elements of the plot and	
	shaped and refined by specific details;	other components of a text	
	provide an objective summary of the	• how the author structures plot to advance the	
	text.	action	
	CC.1.3.9-10.B	L.F.2.3.4 Explain, interpret, compare, describe,	
	Cite strong and thorough textual	analyze, and/or evaluate theme in a variety of	
	evidence to support analysis of what	fiction:	
	the text says explicitly as well as	• the relationship between the theme and other	
	inferences and conclusions based on	components of a text	
	an author's explicit assumptions and	 comparing and contrasting how 	
	beliefs about a subject.		
		L.F.2.3.5 Explain, interpret, compare, describe,	
	CC.1.3.9-10.E	analyze, and/or evaluate tone, style, and/or mood	
	Analyze how an author's choices	in a variety of fiction:	
	concerning how to structure a text,	 the relationship between the tone, style, and/or 	
	order events within it and manipulate	mood and other components of a text	
	time create an effect.	 how voice and choice of speaker (narrator) affect 	
	time ereate an erreet.	the mood, tone, and/or meaning of a text	
		• how diction, syntax, figurative language,	
	CC.1.3.9-10.G	sentence variety, etc., determine the author's style	
	Analyze the representation of a	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	subject or a key scene in two different	L.F.2.3.6 Explain, interpret, compare, describe,	
	artistic mediums, including what is	analyze, and/or evaluate point of view in a variety	
	emphasized or absent in each	of fiction:	
	treatment.	• the point of view of the narrator as first person or	
		third person point of view	

	СС.1.3.9-10.Н	• the impact of point of view on the meaning of a	
	Analyze how an author draws on and	text as a whole	
	transforms themes, topics, character		
	types, and/or other text elements from	L.F.2.4.1 Interpret and analyze works from a	
	source material in a specific work.	variety of genres for literary, historical, and/or	
	-	cultural significance.	
	CC.1.3.9-10.I	C	
	Determine or clarify the meaning of	L.F.2.5.1 Identify, explain, interpret, describe,	
	unknown and multiple-meaning words	and/or analyze the effects of personification,	
	and phrases based on grade level	simile, metaphor, hyperbole, satire,	
	reading and content, choosing flexibly	foreshadowing, flashback, imagery, allegory,	
	from a range of strategies and tools.	symbolism,	
	6	dialect, allusion, and irony in a text.	
	CC.1.3.9-10.K	L.N.1.1.1 Identify and/or analyze the author's	
	Read and comprehend literary fiction	intended purpose of a text.	
	on grade level, reading independently	F F	
	and proficiently.	L.N.1.1.2 Explain, describe, and/or analyze	
	1 2	examples of a text that support the author's	
		intended purpose.	
	CC.1.4.9-10.S	* *	
	Draw evidence from literary or	L.N.1.1.4 Explain how an author's use of key	
	informational texts to support	words or phrases in text informs and influences the	
	analysis, reflection, and research,	reader.	
	applying grade level reading standards		
	for literature and literary non-fiction.	L.N.1.2.1 Identify and/or apply a synonym or	
	CC.1.2.9-10.A	antonym of a word used in a text.	
	Determine a central idea of a text and	-	
	analyze its development over the		
	course of the text, including how it	L.N.1.2.3 Use context clues to determine or clarify	
	emerges and is shaped and refined by	the meaning of unfamiliar, multiple-meaning, or	
	specific details; provide an objective	ambiguous words.	
	summary of the text.	C C	
	CC.1.2.9-10.B	L.N.1.3.1 Identify and/or explain stated or implied	
	Cite strong and thorough textual	main ideas and relevant supporting details from a	
	support analysis of what the text says	text.	
	well as inferences and conclusions	Note: Items may target specific paragraphs.	
	author's explicit assumptions and		
	it a subject.	L.N.1.3.2 Summarize the key details and events of	
		a nonfictional text, in part or as a whole.	
	CC.1.2.9-10.C		
	Apply appropriate strategies to	L.N.1.3.3 Analyze the interrelationships of ideas	
	analyze, interpret, and evaluate how	and events in a text to determine how one idea or	
	an author unfolds an analysis or series	event may interact and influence another.	
	of ideas or events, including the order in which the points are made, how	INC11Mala information 1/ 1	
		L.N.2.1.1 Make inferences and/or draw	
	they are introduced and developed, and the connections that are drawn	conclusions based on analysis of a text.	
	between them.	IN212 Cite evidence from a toot to summer t	
		L.N.2.1.2 Cite evidence from a text to support	
	CC.1.2.9-10.D	generalizations	
		L.N.2.5.2 Explain, interpret, describe, and/or	
	Determine an aution's particular point	L. T. 2.3.2 Explain, interpret, describe, and/of	

of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	 analyze the use of facts and opinions in a text CC.1.4.9-10.A Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. 	
CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia, determining which details are emphasized in each account. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	 well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding 	

Unit 5	Drama				
Time Frame	Four Weeks				
Instructional Procedures	Reading and Responding Note taking Discussion Writing Multi Media				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology	
Writers use conventions in drama to convey universal themes. Writers use literary device to enhance a dramatic piece. The dramatic piece is influenced by the events and culture of the time period.	How does the playwright convey the conventions of dram to convey universal themes? How do conventions combine to create an effective dramatic piece? How do the conventions used support the themes of the dramatic piece? What features of a dramatic piece identify it as an example of a specific genre? How does culture influence drama? How does drama reflect culture? How does the play support or challenge my view of the world? What connections can the reader make between this play and his life? What connections can the reader make to other works of literature? How does the identification of	CC.1.2.9-10.A 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. CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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. CC.1.2.9-10.F	 L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations. L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other 	Theme Conflict Plot Setting Dramatic irony Oxymoron Simile Metaphor Imagery Soliloquy Monologue Aside Foreshadowing Turning point Characters Comic Relief Tragic Flaw Tragedy Blank Verse Sonnet Courtly Love Conventions	

literary devices enhance the reader's	Analyze how words and phrases	components of a text	
understanding of the dramatic piece?	shape meaning and tone in texts.	• the development of complex characters and their	
How does the author develop the	CC.1.2.9-10.G	roles and functions within a text	
characters?	Analyze various accounts of a	L.F.2.3.2 Explain, interpret, compare,	
How does conflict contribute to the	subject told in different mediums	describe, analyze, and/or evaluate	
dramatic piece?	(e.g., a person's life story in both print and multimedia),	setting in a variety of fiction:	
How does one analyze the play appreciate what is to offer?	determining which details are emphasized in each account.	 the relationship between setting and other components of a text (character, plot, and other key 	
appreciate what is to offer :		literary elements)	
What is the plot structure of the dramatic piece?	CC.1.2.9-10.K Determine or clarify the meaning	L.F.2.3.3 Explain, interpret, compare,	
How did the events of the author's	of unknown and multiple	describe, analyze, and/or evaluate	
time period contribute to the plot,	meaning words and phrases based on grade level reading and	plot in a variety of fiction:	
the structure and conventions found	content, choosing flexibly from a	Note: Plot may also be called action.	
in the dramatic piece?	range of strategies and tools.	• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)	
	CC.1.3.9-10.A Determine a theme or central	• the relationship between elements of the plot and other components of a text	
	idea of a text and analyze in detail its development over the course of the text, including how	 how the author structures plot to advance the action 	
	it emerges and is shaped and	L.F.2.3.4 Explain, interpret, compare,	
	refined by specific details;	describe, analyze, and/or evaluate	
	provide an objective summary of the text.	theme in a variety of fiction:	
	СС.1.3.9-10.В	• the relationship between the theme and other components of a text	
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	 comparing and contrasting how major themes are developed across genres 	
	well as inferences and conclusions based on an author's explicit assumptions and beliefs	 the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres 	
	about a subject.	• the way in which a work of literature is related to the themes and issues of its historical period.	
	CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony	
	CC.1.3.9-10.E Analyze how an author's choices	in a text.	

 concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. 	L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	

Unit	6
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1120 Academic English I

Time Frame	All year	All year			
Instructional Procedures	Defining words Applying and using words Writing with new words				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology	
Precise vocabulary enhances reading and writing skills.	How do I use context clues to determine the meaning of new words? How do I use words I know to help me understand new words? What strategies are most effective in dealing with unfamiliar words.	CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.	 L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words. 	Dictionary Glossary Side notes Foot notes Contextual Clues	

Unit 7	Greek Drama				
Time Frame	One Week				
	Reading and Responding				
Instruction Procedures	Notes				
	Discussion				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology	

	XX 71			
Greek writers used the	What were the drama	CC.1.2.9-10.A Determine a central idea of a text	L.F.1.3.2 Summarize the key	Trilogy
conventions of drama to convey	conventions of the time period?	and analyze its development over	details and events of a fictional	Tragedy
universal themes.	XX 1 10	the course of the text, including how	text, in part or as a whole.	Chorus
	How were plays staged?	it emerges and is shaped and	text, in part of as a whole.	Festival of Dionysus
How did the Greek culture	Will at more a second of the theorem	refined by specific details; provide an objective summary of the text.		Catharsis
influence their writing?	What were some of the themes	an objective summary of the text.	L.F.2.1.1 Make inferences	Tragic Flaw
	of their plays?	CC.1.2.9-10.B	and/or draw conclusions based	
		Cite strong and thorough textual	on analysis of a text.	
		evidence to support analysis of what the text says explicitly as well		
		as inferences and conclusions based	L.F.2.1.2 Cite evidence from a	
		on an author's explicit assumptions	text to support generalizations.	
		and beliefs about a subject.		
		CC.1.2.9-10.C	L.F.2.2.1 Analyze how literary	
		Apply appropriate strategies to	form relates to and/or	
		analyze, interpret, and evaluate how	influences meaning of a text.	
		an author unfolds an analysis or series of ideas or events, including		
		the order in which the points are	F.2.3.1 Explain, interpret,	
		made, how they are introduced and	compare, describe, analyze,	
		developed, and the connections that	and/or evaluate character in a	
		are drawn between them.	variety of fiction:	
			Note: Character may also be	
			called narrator or speaker.	
		CC.1.2.9-10.F	 the actions, motives, dialogue, emotions/feelings, traits, and relationships 	
		Analyze how words and phrases	between characters within	
		shape meaning and tone in texts.	fictional text	
			 the relationship between characters 	
			and other components of a text	
			 the development of complex characters and their roles and functions within a text 	
		СС.1.2.9-10.К	and their roles and functions within a text	
		Determine or clarify the meaning of	L.F.2.3.2 Explain, interpret,	
		unknown and multiple meaning	compare, describe, analyze,	
		words and phrases based on grade	and/or evaluate setting in a	
		level reading and content, choosing flexibly from a range of strategies	variety of fiction:	
		and tools.	 the relationship between setting and 	
			other components of a text (character,	
			plot, and other key literary elements)	
		CC.1.3.9-10.A	L.F.2.3.3 Explain, interpret,	
		Determine a theme or central idea	compare, describe, analyze,	
		of a text and analyze in detail its development over the course of the	and/or evaluate plot in a	
L		development over the course of the		

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Unit 8	Research			
Time Frame	All year			
Instructional Procedures	Reading and Responding Note Taking Library Instruction Internet			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Research techniques allow the writer to successfully gather, evaluate, and organize large amounts of information and to ethically use the work of others.	 How can I ethically use other people's ideas? What is a work cited page? How do I create proper topic, source cards? How do note-taking strategies simplify and improve the paper? How do I find information for my paper? How do I recognize a credible source? 	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.4.9-10.A Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.	 C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of 	Electronic Resources Data Base Parenthetical documentation Note Cards Plagiarism Works Cited

	grammar, mechanics, spelling, usage, and sentence formation.	
	C.IE.2.1.1 Use a variety of sentence structures.	
	C.IE.2.1.2 Use precise language to create clarity, voice, and tone.	
	C.IE.2.1.3 Revise to eliminate wordiness and redundancy.	
	C.IE.2.1.4 Revise to delete irrelevant details.	
	C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.	
	C.IE.2.1.6 Combine sentences for cohesiveness and unity.	
	C.IE.2.1.7 Revise sentences for clarity.	
	C.IE.3.1.1 Spell all words correctly.	
	C.IE.3.1.2 Use capital letters correctly.	
	C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).	
	C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and	

	[]]
agreement, modifiers and	
transitions, word order and	
syntax).	
C.IE.3.1.5 Demonstrate correct	
sentence formation.	
C.A.1.1.1 Write with a sharp,	
distinct controlling point that	
clearly states a position and	
demonstrates awareness of	
task, purpose, and audience.	
task, pulpose, and addience.	
C.A.1.1.2 Construct a thorough	
argument with consistent,	
relevant support through the	
use of	
argumentative/persuasive	
strategies; address opposing	
viewpoints.	
C.A.1.1.3 Organize the	
argument using effective	
strategies to develop a strong,	
well -supported position.	
C.A.1.1.4 Maintain an effective	
and consistent tone through	
precise control of language	
and a variety of sentence	
structures.	
C.A.1.1.5 Write with control of	
grammar, mechanics, spelling,	
usage, and sentence	
formation.	
C.A.2.1.1 Use a variety of	
sentence structures.	
C.A.2.1.2 Use precise language	
to create clarity, voice, and	
to create clarity, voice, and tone.	
ione.	

C.A.2.1.3 Revise to eliminate wordiness and redundancy. C.A.2.1.4 Revise to delete irrelevant details. C.A.2.1.5 Use the correct form
of commonly confused words; use logical transitions. C.A.2.1.6 Combine sentences for cohesiveness and unity. C.A.2.1.7 Revise sentences for clarity.
C.A.3.1.1 Spell all words correctly. C.A.3.1.2 Use capital letters correctly. C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and
syntax). C.A.3.1.5 Demonstrate correct sentence formation.

Unit 9	Non Fiction				
Time Frame	All year				
Instruction Procedures	Reading and Responding Notes Discussion				
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology	
Non-Fiction can convey valuable information that a reader wants and needs to know about life.	 What purpose does non fiction serve? How does nonfiction vary in terms of audience and purpose? How is fact different from Opinion? How does the author develop characters and develop a theme? 	CC.1.2.9-10.L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently. CC.1.2.9-10.A 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. CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	 L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. 	Non Fiction Fact Opinion Biography Autobiography Explanation Texts Essays	

	L.N.2.1.2 Cite evidence from a text to support generalizations.	

Unit 10	Grammar and Usage			
Time Frame	All year			
Instruction Procedures Key Concepts	Notes Practice Writing Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Effective writers apply knowledge about the conventions of language to make their writing clear.	 How can I apply what I know about the conventions of language to improve my writing? How can I organize my writing to make it effective? How can I vary my writing style create an interesting and effective piece of writing? How do I use my knowledge of punctuation rules to make my writing more effective? 	CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	 C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity. C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). 	Verb Adjective Conjunction Preposition Interjection Noun Pronoun Adverb Phrase Clause Active Passive Transitive Intransitive Pronoun Case Agreement Quotation Marks Apostrophes Commas Semicolons Colons Compound sentences Complex sentences Subject Direct Object Predicate Noun Predicate Adjective

	gran pron mod and C.IE	IE.3.1.4 Demonstrate correct ammar and usage (e.g., verb and onoun form and agreement, odifiers and transitions, word order d syntax). IE.3.1.5 Demonstrate correct ntence formation.
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Unit 11	Composition			
Time Frame	All year			
Instruction Procedures	Notes Discussion Graphic Organizers Writing Vantage Learning Progam			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Writers use their understanding of process writing, the elements of effective writing to persuade or inform their readers.	 What are the different types of writing? How does using the steps of process writing help creative an effective piece? What are the steps of process writing? What are the five domains of writing? 	Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	 C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task. C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. 	Focus Content Style Organization Conventions Topic sentence Purpose Transitions Introduction Body Conclusion Process writing Audience Outline Graphic Organizers

	Write with an awareness of the	structures.	
	stylistic aspects of composition.		
	 Use precise language and domain- 	C.IE.2.1.2 Use precise language to	
	specific vocabulary to manage the	create clarity, voice, and tone.	
	complexity of the topic.		
	 Establish and maintain a formal 	C.IE.2.1.3 Revise to eliminate	
	style and objective tone while	wordiness and redundancy.	
	attending to the norms of the		
	discipline in which they are writing.	C.IE.2.1.4 Revise to delete irrelevant	
	• Establish and maintain a formal	details.	
	style.		
	0.09.101	C.IE.2.1.5 Use the correct form of	
	CC.1.4.9-10.F	commonly confused words; use	
	Demonstrate a grade appropriate	logical transitions.	
	command of the conventions of	5	
	standard English grammar, usage,	C.IE.2.1.6 Combine sentences for	
		cohesiveness and unity.	
	capitalization, punctuation, and	, , , , , , , , , , , , , , , , , , ,	
	spelling.	C.IE.2.1.7 Revise sentences for	
		clarity.	
	CC.1.4.9-10.G		
	Write arguments to support claims		
	in an analysis of substantive topics.	C.IE.3.1.1 Spell all words correctly.	
		Cillionini Spen an words concerty.	
	СС.1.4.9-10.Н	C.IE.3.1.2 Use capital letters	
	Write with a sharp distinct focus	correctly.	
	identifying topic, task, and audience.	concerty.	
	 Introduce the precise claim. 	C.IE.3.1.3 Punctuate correctly (e.g.,	
		correctly use commas, semicolons,	
	CC.1.4.9-10.I	quotation marks, apostrophes).	
	Distinguish the claim(s) from	quotution marks, apostrophes).	
	alternate or opposing claims;	C.IE.3.1.4 Demonstrate correct	
	develop claim(s) fairly, supplying	grammar and usage (e.g., verb and	
	evidence for each while pointing out	pronoun form and agreement,	
	the strengths and limitations of both	modifiers and transitions, word order	
	in a manner that anticipates the	and syntax).	
	audience's knowledge level and	and Syntax).	
	concerns.	C.IE.3.1.5 Demonstrate correct	
		sentence formation.	
	CC.1.4.9-10.J	sentence formation.	
	Create organization that establishes		
	clear relationships among claim(s),	C.A.1.1.1 Write with a sharp,	
	counterclaims, reasons, and	distinct controlling point that clearly	
	evidence; Use words, phrases, and	states a position and demonstrates	
	clauses to link the major sections of	awareness of task, purpose, and	
	the text, create cohesion, and clarify	audience.	
	the relationships between	auticite.	
	claim(s)and reasons, between	C.A.1.1.2 Construct a thorough	
	reasons and evidence, and between	argument with consistent, relevant	
	claim(s) and counterclaims; provide	support through the use of	
	a concluding statement or section	argumentative/persuasive strategies;	
	that follows from and supports the		
		address opposing viewpoints.	
	argument presented.		

	 CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. Establish and maintain a formal style. 	 C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well -supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. 	
	CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.N 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. CC.1.4.9-10.0 Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and	 C.A.2.1.1 Use a variety of sentence structures. C.A.2.1.2 Use precise language to create clarity, voice, and tone. C.A.2.1.3 Revise to eliminate wordiness and redundancy. C.A.2.1.4 Revise to delete irrelevant details. C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.A.2.1.6 Combine sentences for cohesiveness and unity. 	
	phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is		

	xperienced, observed, or resolved ver the course of the narrative.	
Wi sty • U • U cla	C.1.4.9-10.Q Vrite with an awareness of the ylistic aspects of writing. Use parallel structure. Use various types of phrases and auses to convey meaning and add ariety and interest.	
De con sta caj	C.1.4.9-10.R emonstrate a grade appropriate ommand of the conventions of andard English grammar, usage, apitalization, punctuation, and pelling.	
Dr inf an ap sta	C.1.4.9-10.S raw evidence from literary or iformational texts to support nalysis, reflection, and research, oplying grade level reading andards for literature and literary on-fiction.	
De ne ed ap wh	C.1.4.9-10.T evelop and strengthen writing as eeded by planning, revising, diting, rewriting, or trying a new oproach, focusing on addressing hat is most significant for a pecific purpose and audience.	
Us Int up pro tec oth inf	C.1.4.9-10.U se technology, including the aternet, to produce, publish, and pdate individual or shared writing roducts, taking advantage of echnology's capacity to link to ther information and to display aformation flexibly and ynamically.	
Co sus an ge pro inc	C.1.4.9-10.V onduct short as well as more istained research projects to iswer a question (including a self- enerated question) or solve a roblem; narrow or broaden the iquiry when appropriate withesize multiple sources on the	

		subject, demonstrating understanding of the subject under investigation.		
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Unit 12	Independent Reading			
Time Frame	All year			
Instruction Procedures	Reading and Responding Notes Discussion Graphic Organizers Writing Multi Media Internet Resources			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Fiction addresses universal themes of life. Elements of fiction combine to engage the reader. Non-Fiction can convey valuable information that a reader wants and needs to know about life.	How do authors develop characters? Why are their different types of character in a story? What themes are explored in the reading?	CC.1.2.9-10.L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently. CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	 L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations. I.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. 	Theme Irony Dramatic Irony Situational Irony Verbal Irony Point of View First-person Third-person Third-Person limited Omniscient Tone Conflict Internal conflict External Conflict Setting Atmosphere Symbol Anachronism

	 L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. 	Suspense Allusion Simile Metaphor Dialect Dialogue Plot Round Character Flat Character Characterization Foreshadowing
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