

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

1. Marking Period 1

Short Story

Library/Research Process

Novel

Mechanics

Composition

Vocabulary

Non Fiction

2. Marking Period 2

Novel

Composition

Research Activities

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 Cities

Literature/Mcdougal Littell

Animal Farm

The Count of Monte Cristo

Internet Resources (selected reading)

D. Expected Levels of Achievement

Grading System:

93-100	=	A	(excellent progress)
85-92	=	B	(above average progress)
77-84	=	C	(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			
<i>Time Frame</i>	<i>Three to Four Weeks</i>			
Instructional Procedures	Reading and Responding Note taking Discussion Internet/Multi Media			
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.	How do authors develop fictional characters? Why are their different types of character in a story? How does the plot sequence affect the telling of a story How does character development affect the telling of a story? Why is conflict important in	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	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.	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

	<p>the works of fiction?</p> <p>How does conflict contribute to the telling of a story?</p> <p>How does setting affect the telling of a story?</p> <p>How do I recognize the theme of a story?</p> <p>Why do different people find different meanings in the same text?</p> <p>How does one prove that one's interpretation of a theme is valid?</p> <p>How does the identification and analysis of literary devices enhance the readers understanding and appreciation of fiction?</p> <p>How does one identify the point of view in a piece of fiction?</p> <p>How does viewpoint affect the story?</p> <p>What is the value in comparing and contrasting different stories?</p> <p>How does one analyze a story and appreciate what it has to offer?</p> <p>What literary devices does an author use in a story?</p>	<p>assumptions and beliefs about a subject.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.9-10.K Determine or clarify the meaning</p>	<p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>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</p>	<p>Setting</p> <p>Atmosphere</p> <p>Symbol</p> <p>Anachronism</p> <p>Suspense</p> <p>Allusion</p> <p>Simile</p> <p>Metaphor</p> <p>Dialect</p> <p>Dialogue</p> <p>Plot</p> <p>Round Character</p> <p>Flat Character</p> <p>Characterization</p>
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		<p>of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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</p>	<p>of a text</p> <ul style="list-style-type: none"> • the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text 	
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		<p>absent in each treatment.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events</p> <p>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.</p>	<ul style="list-style-type: none"> • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole 	
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Unit 2	Poetry			
Time Frame	One to two weeks			
Instructional Procedures	Reading and Responding Discussion Notes Writing			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>Poetry uses specific conventions to convey universal themes and to evoke emotions.</p> <p>How do the elements of poetry combine to create an effective poem?</p>	<p>What can poetry teach me?</p> <p>How do poetic elements influence my understanding of a poem?</p> <p>How does the form of a poem influence its purpose?</p> <p>How should I read a poem differently from other literature?</p> <p>How do my experiences affect my understanding of a poem's universal theme?</p> <p>How do I identify a theme of a poem?</p>	<p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in</p>	<p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be</p>	<p>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</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>called narrator or speaker.</p> <ul style="list-style-type: none"> • 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 <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • 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 	
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			<p>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.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p>	
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Unit 3	Epic			
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	<p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p>	Figurative Language Conflict Theme Epithet Homeric Simile Personification Plot Strands

	<p>How do the characters change during the course of the epic?</p>	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) 	
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		<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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</p>		
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		<p>theme.</p> <p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
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Unit 4	Novel			
Time Frame	Four Weeks			
Instructional Procedures	Reading and Responding Note taking Discussion Multi Media Writing			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
<p>The novel addresses universal themes and emotions.</p> <p>Elements of fiction combine to engage the reader.</p> <p>Events in an author's life may influence his writing.</p>	<p>How do authors develop fictional characters?</p> <p>Why are their different types of characters in a story?</p> <p>How does the plot sequence affect the telling of a story?</p> <p>How does character development affect the telling of a story?</p> <p>Why is conflict important in the works of fiction?</p> <p>How does conflict contribute to the telling of a story?</p> <p>How does setting affect the telling of a story?</p> <p>How do I recognize the theme of a story?</p> <p>Why do different people find different meanings in the same text?</p> <p>How does one prove that one's interpretation of a theme is valid?</p> <p>How does the identification and analysis of literary devices enhance the readers understanding</p>	<p>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.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>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.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>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.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of</p>	<p>Theme</p> <p>Irony</p> <p>Dramatic</p> <p>Irony</p> <p>Situational</p> <p>Irony</p> <p>Verbal Irony</p> <p>Point of View</p> <p>First-person</p> <p>Third-person</p> <p>Third- Person limited</p> <p>Omniscient</p> <p>Tone</p> <p>Conflict</p> <p>Internal conflict</p> <p>External Conflict</p> <p>Setting</p> <p>Atmosphere</p> <p>Symbol</p> <p>Anachronism</p> <p>Suspense</p> <p>Allusion</p> <p>Simile</p> <p>Metaphor</p> <p>Dialect</p> <p>Dialogue</p> <p>Plot</p>

	<p>and appreciation of fiction?</p> <p>How does one indentify the point of view in a piece of fiction?</p> <p>How does viewpoint affect the story?</p> <p>How does one analyze a story and appreciate what it has to offer?</p> <p>What literary devices does an author use in a story?</p> <p>How did events in the author's life affect his writing?</p> <p>How did characters change during the story?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>fiction: Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • 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 <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: Note: Setting may also be called scene.</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view 	<p>Round Character</p> <p>Flat Character</p> <p>Characterization</p> <p>Foreshadowing</p>
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		<p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>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.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.B Cite strong and thorough textual support analysis of what the text says as well as inferences and conclusions author's explicit assumptions and at a subject.</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point</p>	<p>• the impact of point of view on the meaning of a text as a whole</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>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.</p> <p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.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.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>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.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or</p>	
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		<p>of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise claim. 	
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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
<p>Writers use conventions in drama to convey universal themes.</p> <p>Writers use literary device to enhance a dramatic piece.</p> <p>The dramatic piece is influenced by the events and culture of the time period.</p>	<p>How does the playwright convey the conventions of dram to convey universal themes?</p> <p>How do conventions combine to create an effective dramatic piece?</p> <p>How do the conventions used support the themes of the dramatic piece?</p> <p>What features of a dramatic piece identify it as an example of a specific genre?</p> <p>How does culture influence drama?</p> <p>How does drama reflect culture?</p> <p>How does the play support or challenge my view of the world?</p> <p>What connections can the reader make between this play and his life?</p> <p>What connections can the reader make to other works of literature?</p> <p>How does the identification of</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F</p>	<p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>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.</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other 	<p>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</p>

	<p>literary devices enhance the reader's understanding of the dramatic piece?</p> <p>How does the author develop the characters?</p> <p>How does conflict contribute to the dramatic piece?</p> <p>How does one analyze the play appreciate what is to offer?</p> <p>What is the plot structure of the dramatic piece?</p> <p>How did the events of the author's time period contribute to the plot, the structure and conventions found in the dramatic piece?</p>	<p>Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.E Analyze how an author's choices</p>	<p>components of a text</p> <ul style="list-style-type: none"> the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.</p> <ul style="list-style-type: none"> elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of a text how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> 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. <p>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.</p>	
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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 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.

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.

Time Frame	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.	<p>How do I use context clues to determine the meaning of new words?</p> <p>How do I use words I know to help me understand new words?</p> <p>What strategies are most effective in dealing with unfamiliar words.</p>	<p>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.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p>	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>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.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p>	<p>Dictionary</p> <p>Glossary</p> <p>Side notes</p> <p>Foot notes</p> <p>Contextual Clues</p>

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

<p>Greek writers used the conventions of drama to convey universal themes.</p> <p>How did the Greek culture influence their writing?</p>	<p>What were the drama conventions of the time period?</p> <p>How were plays staged?</p> <p>What were some of the themes of their plays?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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</p>	<p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>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.</p> <ul style="list-style-type: none"> 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 <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a</p>	<p>Trilogy Tragedy Chorus Festival of Dionysus Catharsis Tragic Flaw</p>
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		<p>text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>variety of fiction: Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • 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. <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p>	
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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.	
			<p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.IE.2.1.7 Revise sentences for clarity.</p>	
			<p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and</p>	

			<p>agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p>	
			<p>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.</p> <p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p>	
			<p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p>	

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

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.	<p>What purpose does non fiction serve?</p> <p>How does nonfiction vary in terms of audience and purpose?</p> <p>How is fact different from Opinion?</p> <p>How does the author develop characters and develop a theme?</p>	<p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p>	<p>L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p>	<p>Non Fiction</p> <p>Fact</p> <p>Opinion</p> <p>Biography</p> <p>Autobiography</p> <p>Explanation Texts</p> <p>Essays</p>

			L.N.2.1.2 Cite evidence from a text to support generalizations.	
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Unit 10	Grammar and Usage			
Time Frame	All year			
Instruction Procedures	Notes Practice Writing			
Key Concepts	Essential Questions	PA Common Core Content Standard	Eligible Content	Terminology
Effective writers apply knowledge about the conventions of language to make their writing clear.	<p>How can I apply what I know about the conventions of language to improve my writing?</p> <p>How can I organize my writing to make it effective?</p> <p>How can I vary my writing style create an interesting and effective piece of writing?</p> <p>How do I use my knowledge of punctuation rules to make my writing more effective?</p>	<p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>	<p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.IE.2.1.7 Revise sentences for clarity.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p>	<p>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</p>

			<p>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).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p>	
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Unit 11	Composition			
Time Frame	All year			
Instruction Procedures	Notes Discussion Graphic Organizers Writing Vantage Learning Program			
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.	<p>What are the different types of writing?</p> <p>How does using the steps of process writing help create an effective piece?</p> <p>What are the steps of process writing?</p> <p>What are the five domains of writing?</p>	<p>Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9-10.E</p>	<p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence</p>	<p>Focus</p> <p>Content</p> <p>Style</p> <p>Organization</p> <p>Conventions</p> <p>Topic sentence</p> <p>Purpose</p> <p>Transitions</p> <p>Introduction</p> <p>Body</p> <p>Conclusion</p> <p>Process writing</p> <p>Audience</p> <p>Outline</p> <p>Graphic Organizers</p>

		<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise claim. <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.IE.2.1.7 Revise sentences for clarity.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>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).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p> <p>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.</p> <p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p>	
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		<p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>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</p>	<p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p>	
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		<p>experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>CC.1.4.9-10.T 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>CC.1.4.9-10.U 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>CC.1.4.9-10.V 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</p>		
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		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

			<p>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.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p>	<p>Suspense Allusion Simile Metaphor Dialect Dialogue Plot Round Character Flat Character Characterization Foreshadowing</p>
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