

English I Reading and Writing

Units of Instruction

2024-2025



BCS Core Values for Literacy Instruction

Core Action 1: Align each task on high-quality text(s)

- A majority of the class time is spent reading, writing, or discussing text(s).
- The anchor text(s) are at or above the complexity level expected for the grade-level

Core Action 2: Align questioning and tasks with grade-level expectations

- Are the majority of the questions and tasks text-dependent and/or text-specific, requiring students to read closely and/or go back to the text?
- Does the task give students an opportunity to engage with grade-level standard(s) to the depth and rigor intended?

Core Action 3: Provide all students with authentic opportunities to engage in the work of the lesson.

- Do the students do the majority of the reading, writing, thinking, and discussing?
- Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

At a Glance Units of Study and Pacing for 24-25 school year.

**Prioritized Standards are in black ink; supporting standards are bulleted under the Literacy Strand they support*

UNIT 1: Analyzing Text across Genres*including Poetry	UNIT 2: Rhetoric and Persuasion	UNIT 3: Literary Analysis
<p><u>Reading Literature</u> Key Ideas and Details: RL.9.1</p> <p>Craft and Structure: RL.9.4</p> <p>Integration of Knowledge: ● RL.9.9</p> <p><u>Reading Informational</u> Key Ideas and Details: RI.9.1</p> <p>Craft and Structure: RI.9.4 ● RI.9.5</p> <p>Integration of Knowledge: ● RI.9.9</p> <p><u>Composition</u> Text Types and Purposes: C.9.1 ● C.9.3</p> <p>Production and Distribution ● C.9.4</p> <p>Range of Writing: ● C.9.7</p> <p><u>Language</u> Conventions of Standard English ● L.9.2</p> <p>Vocabulary Acquisition & Use: ● L.9.4</p> <p style="text-align: center;">9 weeks 4.5 weeks</p>	<p><u>Reading Informational</u> Key Ideas and Details: RI.9.2 ● RI.9.1 RI.9.3</p> <p>Craft and Structure: ● RI.9.6</p> <p>Integration of Knowledge: RI.9.8 ● RI.9.7</p> <p>Reading Range/ Text Complexity Level: ● RI.9.10</p> <p><u>Composition</u> Text Types and Purposes: C.9.1</p> <p>Production and Distribution: ● C.9.4</p> <p>Research to Build & Present Knowledge: ● C.9.5 ● C.9.6</p> <p><u>Language</u> Conventions of Standard English: ● L.9.1</p> <p>Knowledge of Language ● L.9.3</p> <p style="text-align: center;">16 weeks 8 weeks</p>	<p><u>Reading Literature</u> Key Ideas and Details: RL.9.1 RL.9.2 ● RL.9.3</p> <p>Craft and Structure: RL.9.4 ● RL.9.5 ● RL.9.6</p> <p>Integration of Knowledge: ● RL.9.7 ● RL.9.9</p> <p>Reading Range/ Text Complexity Level: ● RL.9.10</p> <p><u>Composition</u> Text Types and Purposes: C.9.2</p> <p>Production and Distribution: ● C.9.4</p> <p><u>Language</u> Conventions of Standard English: ● L.9.1 ● L.9.2</p> <p>Research to Build & Present Knowledge: ● L.9.5</p> <p style="text-align: center;">11 weeks 4.5 weeks</p>

English I Reading and Writing



Priority Standards and Instructional Unit 1

Unit 1: Analyzing Text Across Genres *Including Poetry

Pacing Guide: Block Schools: **4.5 Weeks Semester: 9 Weeks**

**** This unit is designed to build the foundational skills necessary for students to demonstrate the ability to determine the central ideas found in a text, cite relevant textual evidence to support analysis and understand the use of word choice and the meaning of words used in a text.**

**** Priority standards will be *summatively assessed*. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Reading Literature Texts

Key Ideas and Details

RL.8.1	RL.9-10.1	RL.11-12.1
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Priority Standard

Craft and Structure

RL.8.4	RL.9-10.4	RL.11-12.4
Determine the meaning of	<i>Determine the meaning of</i>	Determine the meaning of

<p>words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.</p>	<p><i>words and phrases</i> as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE.</p>	<p>words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.</p>	<p>Priority Standard</p>
<p>Integration of Knowledge and Ideas</p>			
<p>RL.8.9</p>	<p>RL.9-10.9</p>	<p>RL.11-12.9</p>	<p>Supporting Standard</p>
<p>Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p>	<p>Analyze how an author DRAWS ON AND TRANSFORMS SOURCE MATERIAL <i>in a specific work.</i></p>	<p>Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p>	
<p>Reading Informational Texts</p>			
<p>Key Ideas and Details</p>			

RI.8.1	RI.9-10.1	RI.11-12.1	Priority Standard
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
Craft and Structure			
RI.8.4	RI.9-10.4	RI.11-12.4	Priority Standard
Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	
RI.8.5	RI.9-10.5	RI.11-12.5	Supporting Standard
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a	Analyze in detail how an author's IDEAS OR CLAIMS are developed and refined by <i>particular sentences, paragraphs or larger portions of a text.</i>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	

key concept.			
Integration of Knowledge and Ideas			
RI.8.9	RI.9-10.9	RI.11-12.9	Supporting Standard
Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE, including how they address related THEMES and concepts.	Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	
Composition			
Text Types and Purposes			
C.8.1	C.9-10.1	C.11-12.1	Priority Standard
Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing	Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise,	

<p>claim(s) and counter/refute them, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claim (s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><i>d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counterclaims, reasons and evidence.</i></p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most</p>	<p>knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim (s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</p> <p>d. Use words, phrases, and clauses as well as varied syntax 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 opposing claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
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	<p>significant for a specific purpose and audience.</p>	<p>g. 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>C.8.3</p>	<p>C.9-10.3</p>	<p>C.11-12.3</p>	
<p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by setting up a problem, situation or observation, establishing a point of view and introducing a narrator and/ or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to</p>	<p>Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage and orient the reader by setting up a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p>	<p>Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters;</p>	

develop experiences, events and/or characters
d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

create a smooth progression of experiences or events.
c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.
d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
g. 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.

create a smooth progression of experiences or events.
c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.
d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
g. 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

C.8.4	C.9-10.4	C.11-12.4	Supporting Standard
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	<i>Use DIGITAL RESOURCES to create, publish, and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</i>	Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	
Range of Writing			
C.8.7	C.9-10.7	C.11-12.7	Supporting Standard
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audience.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	
Language			
CONVENTIONS OF STANDARD ENGLISH			

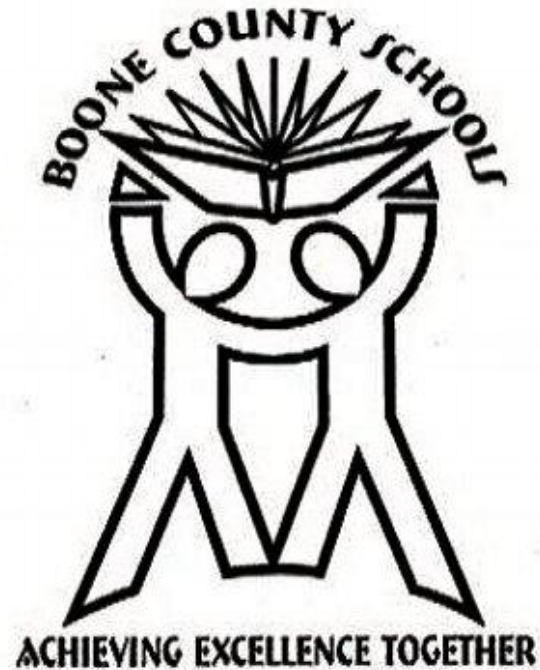
L.8.2	L.9-10.2	L.11-12.2	Supporting Standard
<p>When writing:</p> <p>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</p> <p>b. Demonstrate appropriate use of an e</p> <p>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p>When writing:</p> <p><i>a. Demonstrate appropriate use of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.</i></p> <p><i>b. Demonstrate appropriate use of a COLON TO INTRODUCE A LIST OR QUOTATION.</i></p> <p><i>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</i></p>	<p>When writing:</p> <p>a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.</p>	

VOCABULARY ACQUISITION AND USE

L.8.4	L.9-10.4	L.11-12.4	Supporting Standard
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or</p>	<p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9- 10 reading and content, choosing flexibly from an array of strategies.</i></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's</p>	

<p>function in a sentence) as a clue to the m</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><i>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</i></p> <p><i>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i></p> <p>d. Acquire and use accurately general academic & domain-specific words & phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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English I Reading and Writing



Priority Standards and Instructional Unit 2

Unit 2: Rhetoric and Persuasion

Pacing Guide: Block Schools: 8 Weeks Semester: 16 weeks

**** This unit is designed to build the foundational skills necessary for students to demonstrate solid rhetorical and persuasive skills when composing and analyzing and argument.**

**** Priority standards will be *summatively assessed*. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Reading Informational Texts

Key Ideas and Details

Key Ideas and Details			Supporting Standard
RI.8.1	RI.9-10.1	RI.11-12.1	
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
RI.8.2	RI.9-10.2	RI.11-12.2	Priority Standard
Determine central ideas of a text and analyze how they are developed through	Determine CENTRAL IDEAS of a text and analyze in detail their development	Determine two or more central ideas of a text and analyze their development	

relationships of key details, citing textual evidence, paraphrasing, or summarizing.	over the course of a text, including how they emerge and are shaped and refined by specific details.	over the course of the text, including how they interact and build on one another to produce a complex account.	Priority Standard						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">RI.8.3</th> <th style="width: 33%; text-align: center;">RI.9-10.3</th> <th style="width: 33%; text-align: center;">RI.11-12.3</th> </tr> </thead> <tbody> <tr> <td>Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.</td> <td>Analyze how the author unfolds AN ANALYSIS OR SERIES OF IDEAS OR EVENTS over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.</td> <td>Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.</td> </tr> </tbody> </table>	RI.8.3	RI.9-10.3		RI.11-12.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	Analyze how the author unfolds AN ANALYSIS OR SERIES OF IDEAS OR EVENTS over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.		
RI.8.3	RI.9-10.3	RI.11-12.3							
Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	Analyze how the author unfolds AN ANALYSIS OR SERIES OF IDEAS OR EVENTS over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.							
Craft and Structure									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">RI.8.6</th> <th style="width: 33%; text-align: center;">RI.9-10.6</th> <th style="width: 33%; text-align: center;">RI.11-12.6</th> </tr> </thead> <tbody> <tr> <td>Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</td> <td><i>Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE</i> in a text, and analyze how an author uses RHETORIC to advance that point of view or purpose</td> <td>Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</td> </tr> </tbody> </table>	RI.8.6	RI.9-10.6	RI.11-12.6	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints	<i>Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE</i> in a text, and analyze how an author uses RHETORIC to advance that point of view or purpose	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.			Supporting Standard
RI.8.6	RI.9-10.6	RI.11-12.6							
Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints	<i>Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE</i> in a text, and analyze how an author uses RHETORIC to advance that point of view or purpose	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.							

Integration of Knowledge and Ideas

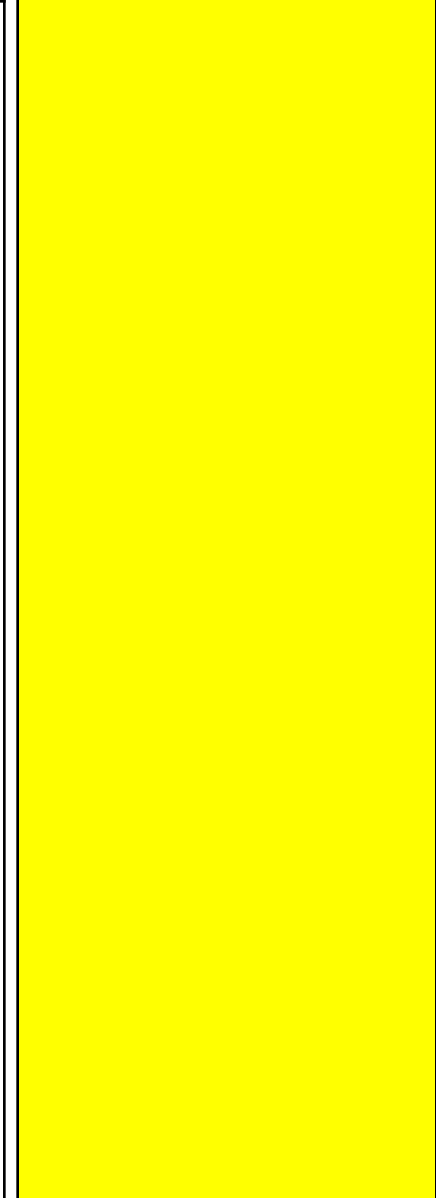
RI.8.7	RI.9-10.7	RI.11-12.7	Supporting Standard
Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	Analyze various accounts of A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.	

RI.8.8	RI.9-10.8	RI.11-12.8	Priority Standard
Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate the ARGUMENT, specific CLAIMS and EVIDENCE in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and FALLACIOUS REASONING.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	

Reading Range/ Text Complexity Level

RI.8.10	RI.9-10.10	RI.11-12.10	Supporting Standard
By the end of the year, flexibly use a variety of	By the end of the year, flexibly use a variety of	By the end of the year, flexibly use a variety of	

<p>comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex informational texts independently and proficiently</p>	<p>comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>	<p>comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	
Composition			
Text Types and Purposes			
C.8.1	C.9-10.1	C.11-12.1	Priority Standard
<p>Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and</p>	<p>Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise claim(s), distinguish the</p>	<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise, knowledgeable claim(s),</p>	

<p>organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claim (s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><i>d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counterclaims, reasons and evidence.</i></p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing</p>	<p>establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim (s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</p> <p>d. Use words, phrases, and clauses as well as varied syntax 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 opposing claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and</p>	
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	on addressing what is most significant for a specific purpose and audience.	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.	
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Production and Distribution

C.8.4	C.9-10.4	C.11-12.4	Supporting Standard
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	<i>Use DIGITAL RESOURCES to create, publish, and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</i>	Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	

Research to Build & Present Knowledge

C.8.5	C.9-10.5	C.11-12.5	Supporting Standard
Conduct short research projects to answer a question	Conduct short as well as more sustained RESEARCH	Conduct short as well as more sustained research	

<p>(including a self-generated question), drawing on several sources and generating new avenues for inquiry.</p>	<p>projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p style="text-align: center;">Supporting Standard</p>
<p style="text-align: center;">C.8.6</p>	<p style="text-align: center;">C.9-10.6</p>	<p style="text-align: center;">C.11-12.6</p>	
<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation</p>	<p><i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p style="text-align: center;">Supporting Standard</p>
<p>Language</p>			
<p>CONVENTIONS OF STANDARD ENGLISH</p>			

L.8.1	L.9-10.1	L.11-12.1	Supporting Standard
<p>In both written and oral expression:</p> <p>a. Identify verbals correctly based on their intended function.</p> <p>b. Demonstrate appropriate use of verbs in the active and passive voice.</p> <p>c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</p>	<p>In both written and oral expression:</p> <p>a. <i>Demonstrate appropriate use of PARALLEL STRUCTURE.</i></p> <p>b. <i>Demonstrate appropriate use of various types of PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) to convey specific meanings and add variety and interest to writing or presentations.</i></p>	<p>In both written and oral expression:</p> <p>a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p>	
KNOWLEDGE OF LANGUAGE			
L.8.3	L.9-10.3	L.11-12.3	Supporting Standard
<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular</p>	<p><i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</i></p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p>	

<p>effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	<p>a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</p>	
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English I Reading and Writing



Priority Standards and Instructional Unit 3

Unit 3: Literary Analysis

Pacing Guide: Block Schools: **4.5 Weeks Semester: 11 Weeks**

**** This unit is designed to build the foundational skills necessary for students to demonstrate the ability to analyze an author's craft and style when reading a variety of literature.**

**** Priority standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Reading Literature Texts

Key Ideas and Details

RL.8.1	RL.9-10.1	RL.11.12.1
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Priority Standard

RL.8.2	RL.9-10.2	RL.11-12.2
Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing	Determine a THEME OR CENTRAL IDEA of a text and analyze in detail its development over the course of the text, including	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how

Priority Standard

textual evidence, paraphrasing or summarizing.	how it emerges and is shaped and refined by specific details.	they interact and build on one another to produce a complex account.	
RL.8.3	RL.9-10.3	RL.11-12.3	Supporting Standard
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how COMPLEX CHARACTERS develop over the course of a text, interact with other characters and advance the plot or develop themes.	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.	
Craft and Structure			
RL.8.4	RL.9-10.4	RL.11-12.4	Priority Standard
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	<i>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE..</i>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.	
RL.8.5	RL.9-10.5	RL.11-12.5	Supporting Standard
Compare/contrast the	Analyze how an author's	Analyze how an author's	

<p>structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>choices concerning <i>how to</i> STRUCTURE A TEXT, ORDER EVENTS <i>within it and</i> MANIPULATE TIME create such effects as mystery, tension or surprise.</p>	<p>choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>RL.8.6</p>	<p>RL.9-10.6</p>	<p>RL.11-12.6</p>	<p>Supporting Standard</p>
<p>Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy</p>	<p>Analyze a particular author's PERSPECTIVE OR CULTURAL EXPERIENCE reflected in a work of literature <i>by drawing on a wide reading of world literature</i></p>	<p>Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement</p>	
<p>Integration of Knowledge and Ideas</p>			
<p>RL.8.7</p>	<p>RL.9-10.7</p>	<p>RL.11-12.7</p>	<p>Supporting Standard</p>
<p>Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.</p>	<p>Analyze the REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, <i>including what is emphasized or absent in each treatment.</i></p>	<p>Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text</p>	
<p>RL.8.9</p>	<p>RL.9-10.9</p>	<p>RL.11-12.9</p>	<p>Supporting Standard</p>

<p>Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p>	<p>Analyze how an author DRAWS ON AND TRANSFORMS SOURCE MATERIAL <i>in a specific work.</i></p>	<p>Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p>	
<p>Reading Range/ Text Complexity Level</p>			
<p>RL.8.10</p>	<p>RL.9-10.10</p>	<p>RL.11-12.10</p>	<p>Supporting Standard</p>
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex informational texts independently and proficiently</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies <i>(i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance)</i> to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	
<p>Composition</p>			
<p>Text Types and Purposes</p>			

C.8.2	C.9-10.2	C.11-12.2	Priority Standard
<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a. Produce writing in which the development and organization are appropriate to task and purpose.</p> <p><i>b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</i></p> <p>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><i>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to</i></p>	<p>Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p>	

<p>presented. h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><i>manage the complexity of the topic.</i> f. Establish and maintain a formal style and objective tone <i>while attending to the norms and conventions of the discipline in which they are composing.</i> g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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>e. Use precise language, domain specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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>	
Production and Distribution			
C.8.4	C.9-10.4	C.11-12.4	Supporting Standard
<p>Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</p>	<p>Use DIGITAL RESOURCES to create, publish, and update individual or shared products, <i>taking advantage of technology's capacity to link to other information and to display information</i></p>	<p>Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display information</p>	

	<i>flexibly and dynamically. Use a variety of formats to cite sources.</i>	flexibly and dynamically. Use a variety of formats to cite sources.	
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Language

CONVENTIONS OF STANDARD ENGLISH

L.8.1	L.9-10.1	L.11-12.1	Supporting Standard *Revised for 24-25
In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	In both written and oral expression: <i>a. Demonstrate appropriate use of PARALLEL STRUCTURE.</i> <i>b. Demonstrate appropriate use of various types of PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) to convey specific meanings and add variety and interest to writing or presentations.</i>	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.	

L.8.2	L.9-10.2	L.11-12.2	Supporting Standard
When writing:	When writing:	When writing:	

<p>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</p> <p>b. Demonstrate appropriate use of an e</p> <p>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p><i>a. Demonstrate appropriate use of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.</i></p> <p><i>b. Demonstrate appropriate use of a COLON TO INTRODUCE A LIST OR QUOTATION.</i></p> <p><i>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</i></p>	<p>a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.</p>	
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VOCABULARY ACQUISITION AND USE

L.8.5	L.9-10.5	L.11-12.5	Supporting Standard
<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to irony, in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p>	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret FIGURES OF SPEECH in context, including but not limited to EUPHEMISM and OXYMORON, and analyze their rhetorical function in the text.</p> <p>b. Analyze nuances in the</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text.</p> <p>b. Analyze nuances in the meaning of words with</p>	

c. Distinguish among the connotations of words with similar denotations	meaning of words with similar denotations	similar denotations.	
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Interdisciplinary Literacy Practices

The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

- | | |
|-----------|---|
| 1 | <i>Recognize that text is anything that communicates a message.</i> |
| 2 | <i>Employ, develop, and refine schema to understand and create text.</i> |
| 3 | <i>View literacy experiences as transactional, interdisciplinary, and transformational.</i> |
| 4 | <i>Utilize receptive and expressive language arts to better understand self, others and the world.</i> |
| 5 | <i>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</i> |
| 6 | <i>Collaborate with others to create new meaning.</i> |
| 7 | <i>Utilize digital resources to learn and share with others.</i> |
| 8 | <i>Engage in specialized, discipline-specific literacy practices.</i> |
| 9 | <i>Apply high-level cognitive processes to think deeply and critically about text.</i> |
| 10 | <i>Develop a literacy identity that promotes lifelong learning.</i> |