

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Writing
<p><u>September</u></p> <p>Focus: Elements of a Story and Figurative Language</p> <p>Essential Questions: Why do we read? What makes a source reputable/reliable? How can I find information that is accurate and recent?</p>	<p>R: 9-10R1, 9-10R2, 9-10R3, 9-10R4 W: 9-10W2, 9-10W7 SL: 9-10SL1,9-10SL2, 9-10SL3, 9-10SL4, 9-10SL5, 9-10SL6 L: 9-10L3, 9-10L4, 9-10L6</p>	<p><u>Intro Lessons:</u> Classroom Expectations Syllabus SSR Overview/How to Check out an E-Book</p> <p><u>Unit 1:</u> Independent Reading Unit Introduction to Research and Academic Writing</p>	<p><u>Tier III:</u></p> <ul style="list-style-type: none"> ● Main Idea ● Point of View ● Annotate ● Analyze ● Develop ● Connotation <p><u>Tier II:</u> **specific to each student and novel</p>	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks Non-Fiction Friday Articles Daily Bell-Ringers</p> <p><u>Mid-Unit Assessment:</u> Foundations of a Paragraph Check</p> <p><u>End-of-Unit Assessment:</u> Expository Research Essay</p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Fiction/Non-Fiction Friday written assessments</p> <p>Expository Research Essay</p>

<p><u>October</u></p> <p><u>Focus:</u> Symbolism and Allegory; Elements of a Story</p> <p><u>Essential Questions:</u> What makes a good story? How does an author use figurative language to captivate an audience? What author choices</p>	<p>R: 9-10R2, 9-10R3, 9-10R5, 9-10R6 W: 9-10W1, 9-10W6 SL: 9-10SL1, 9-10SL3, 9-10SL4, 9-10SL5, 9-10SL6 L: 9-10L4, 9-10L5</p>	<p><u>Unit 1 (cont)</u></p> <p><u>Unit 2:</u> “The Black Cat” by Edgar Allan Poe “Lamb to the Slaughter” by Roald Dahl “Click Clack the Rattlebag” by Neil Gaiman Assorted Short Stories to review elements of plot and types figurative language</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> ● Allusion ● Illusion ● Suspense ● Allegory ● Symbolism ● Antagonist ● Protagonist ● Universal Themes ● Archetype ● Frayer ● Figurative Language ● Perspective <p><u>Tier II</u></p> <ul style="list-style-type: none"> ● Captivate ● Solicit ● Succinctly ● Expound ● Docility ● Conspicuous ● Sagacious ● Uncongenial ● Intemperate ● Scruple ● Malevolence ● Atrocity ● Irrevocable 	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks Daily Bell-Ringers</p> <p><u>Mid-Unit:</u> Annotated Illustration including symbolism</p> <p><u>End-of-Unit:</u> Edgar Allan Poe Webquest Figurative Language One-Pager</p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Daily Bell-Ringers</p> <p>Written description for annotated illustration of symbolism</p> <p>Written summary or Webquest research</p> <p>Written justification of figurative language One-Pager</p>

<p>create suspense?</p>			<ul style="list-style-type: none"> • Perverseness • Inclination • Unfathomable • Pestilence • Aversion • Imperceptible • Incumbent • Succumb • Expedient 		
<p>November</p> <p>Focus: The American Dream and Social Justice</p> <p>Essential Questions: How does an author's diction determine how readers will view a character or a situation? How do the seemingly small,</p>	<p>R: 9-10R2, 9-10R3, 9-10R4, 9-10R5, 9-10R6 W: 9-10W5 SL: 9-10SL1, 9-10SL4, 9-10SL5, 9-10SL6 L: 9-10L3, 9-10L4, 9-10L5,9-10L6</p>	<p><u>Unit 3</u> <i>Of Mice and Men</i> by John Steinbeck</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> • Characterization • Conflict • Setting • Point-of-view • Connotative • Denotative • Theme • Central Idea • Foreshadowing • Plot • Sequence • Literal • Figurative • Critical Analysis <p><u>Tier II</u></p> <ul style="list-style-type: none"> • Lade • Flapper • Flounce • Mollify • Liniment • Pugnacious 	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks</p> <p><u>Mid-Unit Assessment:</u> Book Talk Presentation</p> <p><u>End-of-Unit Assessment:</u> Literary Analysis Essay</p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Daily Bell-Ringers</p> <p>Chapter Response Questions for <i>Of Mice and Men</i></p> <p><i>Of Mice and Men:</i> Literary Analysis of Thematic Development Essay</p>

<p>insignificant moments or characters reinforce the overall meaning/the message of the text?</p>			<ul style="list-style-type: none"> ● Scoff ● Plaintively ● Slough ● Complacently ● Scourge ● Dust Bowl ● Migrate ● Recumbent ● Anguish ● Morose ● Bemused 		
<p>December</p>		<p><u>Unit 3 (continued)</u></p>			
<p>January</p> <p>Focus: Literature as political allegory</p> <p>Essential Questions: How is a dystopian society created? How does society get its morals</p>	<p>R: 9-10R2, 9-10R3, 9-10R4, 9-10R5, 9-10R6 W: 9-10W1, 9-10W2, 9-10W5 SL: 9-10SL1, 9-10SL4, 9-10SL6 L: 9-10L3, 9-10L4, 9-10L5,9-10L6</p>	<p><u>Unit 4</u> <i>Animal Farm</i> by George Orwell</p>	<p><u>Tier III:</u></p> <ul style="list-style-type: none"> ● Characterization ● Conflict ● Setting ● Point-of-view ● Connotative ● Denotative ● Theme ● Central Idea ● Foreshadowing ● Plot ● Sequence ● Literal ● Figurative ● Metacognitive 	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks</p> <p><u>Mid-Unit Assessment:</u> Teacher Conferencing</p> <p><u>End-of-Unit Assessment:</u> In-Depth Novel Review</p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Daily Bell-Ringers</p> <p>Conference written reflection</p> <p>Expository and Argumentative</p>

<p>and values?</p> <p>How does literature mirror life?</p> <p>How does dystopian fiction warn a reader about the future?</p>			<p><u>Tier II:</u></p> <ul style="list-style-type: none"> • Dystopia • Utopia • Adherence • Admonition • Aptitude • Assuage • Distraught • Recollection • Disposition • Supplementary • Justice • Transgression • Envy 		<p>Writing: Book Review Essay</p>
<p>February</p> <p>Focus: Real-World Reading and Writing Essentials</p> <p>Essential Questions: How does structure affect the meaning of</p>	<p>R: 9-10R2, 9-10R3, 9-10R4, 9-10R5, 9-10R6</p> <p>W: 9-10W1, 9-10W4, 9-10W5</p> <p>SL: 9-10SL1, 9-10SL4, 9-10SL5, 9-10SL6</p> <p>L: 9-10L3, 9-10L4, 9-10L5,9-10L6</p>	<p><u>Unit 4 (cont)</u></p> <p><u>Unit 5</u> Book Clubs</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> • Theme • Main Idea • Memoir • Biography • Autobiography • Text Structure • Heading • Subheading • Summarize • Evaluate 	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks</p> <p><u>Mid-Unit Assessment:</u> Teacher Conferencing</p> <p><u>End-of-Unit Assessment:</u></p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Reading conference written reflections</p> <p>Group work reflections and work logs</p>

<p>non-fiction writing?</p>				<p>Group Book Review Poster</p>	<p>Critical analysis book review</p>
<p>March</p>		<p><u>Unit 5 (cont.)</u></p>			
<p>April</p> <p>Focus: Short Story analysis</p> <p>Essential Questions: How does an author convey a theme in a short piece of writing? Why does an author craft an ambiguous ending?</p>	<p>R: 9-10R1, 9-10R2, 9-10R3, 9-10R4, 9-10R5, 9-10R6, 9-10R7, 9-10R8, 9-10R9 W: 9-10W2, 9-10W4, 9-10W5 SL: 9-10SL1, 9-10SL2, 9-10SL3, 9-10SL4, 9-10SL5, 9-10SL6 L: 9-10L3, 9-10L4, 9-10L6</p>	<p><u>Unit 6</u> Short Story Fiction</p> <p>“The Most Dangerous Game” by Richard Connell</p> <p>“The Veldt” by Ray Bradbury</p> <p>“The Lady, or the Tiger?” by Frank R. Stockton</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> • Characterization • Conflict • Setting • Point-of-view • Connotative • Denotative • Theme • Central Idea • Foreshadowing • Plot • Sequence • Literal • Figurative • Critical Analysis 	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks</p> <p><u>Mid-Unit Assessment:</u> Literary Element One-Pager</p> <p><u>End-of-Unit Assessment:</u> Literary Analysis PBL Choice Board</p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Literary Analysis: One-Pager Written Response</p> <p>Literary Analysis: Project expository writing with the PBL Choice Board</p>

<p>May</p> <p>Focus: Research and Argumentative Analysis -Societal Issue TBD</p>	<p>R: 9-10R1, 9-10R2, 9-10R3, 9-10R4, 9-10W5, 9-10R6, 9-10R7, 9-10R8, 9-10R9</p> <p>W: 9-10W1, 9-10W4, 9-10W6, 9-10W7</p> <p>SL: 9-10SL1,9-10SL2, 9-10SL3, 9-10SL4, 9-10SL5, 9-10SL6</p> <p>L: 9-10L3, 9-10L4, 9-10L6</p>	<p><u>Unit 7</u> Analyze an Argument and How It Unfolds</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> ● Perspective ● Claim ● Text-Based Evidence ● Argument ● Premise ● Counterclaim ● Logic ● Implication ● Societal issue ● Citation ● Analyze ● Debate ● Reliable ● Reputable 	<p><u>Formative/On-Going:</u> Routine Writes Routine reading and comprehension checks</p> <p><u>Mid-Unit Assessment:</u> Letter to the President Assessment</p> <p><u>End-of-Unit Assessment:</u> Infographic Multimedia Project</p>	<p>Independent Reading journal responses</p> <p>Routine Writing</p> <p>Exit Tickets</p> <p>Persuasive Writing: Letter to the President</p> <p>Informative Writing: Multimedia Project Reflection</p>
<p>June</p>		<p>Unit 7 (cont)</p>			