

Unit: 1

Reading Focus: Informational Writing Focus: Argumentative

Theme: Defining Courage

“I Can Statements”:

RI. 9-10.1

Cite strong, thorough, explicit textual evidence.

Analyze explicit ideas in the text

Draw inferences from the text

RI. 9-10.2

Determine central idea

Cite supporting details and analyze how the central idea emerges and is shaped by those details

Present an objective summary

Define fallacious reasoning

RI. 9-10.6

Determine point of view

Determine purpose

Define rhetoric

Analyze how the author uses rhetoric to advance point of view or purpose

RI. 9-10.8

Delineate the specific claims

Assess valid reasoning

Identify fallacious reasoning

RI. 9-10.9

Define seminal

Analyze significant historical and literary documents

Analyze how the documents address related themes and concepts

Unit: 1

Reading Focus: Informational Writing Focus: Argumentative

Theme: Defining Courage

“I Can Statements”:

RI. 9-10.10

Comprehend nonfiction writing at my grade level

RL. 9-10.6

Analyze a point of view taking into account cultural experiences of a character

Read a wide range of literature from around the world

W. 9-10.1

Write an argument to support a claim (thesis)

Introduce a precise claim

Distinguish claim from alternate or opposing claims

Clearly organize relationships among claim(s), counterclaims, reasons and evidence

Use evidence to support claim(s) and counterclaims fairly

Adapt claim(s) and counterclaims to audience’s knowledge level and concerns

Use transitions to create cohesion between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims.

Use objective tone

Attend to norms and conventions of the subject area in which they are writing

Provide a concluding section

W. 9-10.7

Conduct a sustained research project

Focus an inquiry on a problem or question

Solve a problem

Synthesize multiple sources

Demonstrate understanding of subject by solving a problem or answering a question

Unit: 1

Reading Focus: Informational Writing Focus: Argumentative

Theme: Defining Courage

On Going Standards:

SL. 9-10.1

Write for many reasons for a variety of audiences.

Participate in one-on-one discussions

Participate in group discussions

Participate in teacher-led discussions

Prepare for a discussion

Follow rules for discussions

Ask questions of my group members

Respond to questions posed by my group members

Summarize the group's discussion

Understand others' perspectives

SL. 9-10.3

Define delineate

Tell the difference between supported and unsupported claims

SL. 9-10.4

Present claims logically

Use descriptions, facts, and details

Use appropriate eye contact, volume and pronunciation

SL. 9-10.5

Use multimedia components in a presentation

SL. 9-10.6

Use formal language in a classroom setting

Unit: 1

Reading Focus: Informational Writing Focus: Argumentative

Theme: Defining Courage

On Going Standards:

W. 9-10.4

Develop grade-level appropriate writing

W. 9-10.6

Develop grade-level appropriate writing

Use technology to publish writing

Update individual or shared writing products

Link to other information in document

Display information flexibly and dynamically

W. 9-10.10

Write for many reasons for a variety of audiences.

L. 9-10.1

Demonstrate proper usage of the eight parts of speech in writing and speaking

Use pronouns in the proper case

Use intensive pronouns

Correct inappropriate use of pronouns

Correct unclear pronouns

Find and correct mistakes in own and others' writing and speaking

Unit: 1

Reading Focus: Informational Writing Focus: Argumentative

Theme: Defining Courage

On Going Standards:

L. 9-10.2

Use capitalization and punctuation correctly.

Define nonrestrictive elements

Define parenthetical elements

Use punctuation with nonrestrictive and parenthetical elements

Spell correctly

L. 9-10.3

Use proper conventions

Use varying sentence patterns

Remain consistent in style and tone

L. 9-10.4

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

L. 9-10.5

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

- Use figurative language (Similes, Metaphors, Personification, Idioms, Alliteration, Onomatopoeia)

L. 9-10.6

Use grade-appropriate vocabulary

Unit: 2

Reading Focus: Literary Writing Focus: Informational

Theme: Trials and Triumphs

“I Can Statements”:

RL. 9-10.1

Cite strong, thorough, explicit textual evidence

Analyze explicit ideas in the text

Draw inferences from the text

RL. 9-10.2

Determine theme or central idea

Analyze how specific details shape the development of the theme

Present an objective summary

RL. 9-10.3

Analyze complex characters

Analyze how characters change and interact throughout the story

Analyze the character’s effect on advancement of the plot or development of theme

RL. 9-10.7

Compare and contrast the representation of a subject in two different mediums

RL. 9-10.10

Comprehend many genres of literature at my grade level

Unit: 2

Reading Focus: Literary Writing Focus: Informational

Theme: Trials and Triumphs

“I Can Statements”:

W. 9-10.2

Write an informative/ explanatory text

Organize complex ideas

Make important connections

Format graphics to enhance writing

Choose sufficient facts, extended definitions, etc. appropriate to audience’s knowledge of topic

Use varied transitions to link major sections of the text

Manage the complexity of the topic using precise language

Use an objective tone while maintaining a formal style true to the mode of writing

Write a conclusion which articulates the topic’s significance

W. 9-10.3

Write an informative/ explanatory text

Organize complex ideas

Make important connections

Format graphics to enhance writing

Choose sufficient facts, extended definitions, etc. appropriate to audience’s knowledge of topic

Use varied transitions to link major sections of the text

Manage the complexity of the topic using precise language

Use an objective tone while maintaining a formal style true to the mode of writing

Write a conclusion which articulates the topic’s significance

Write a narrative

Create conflict

Use multiple strategies to organize information

Establish points of view

Introduce narrator and/or in characters in exposition

Create a smooth progression of experiences and events

Sequence events building on a variety of techniques to create a coherent whole

Use vivid details to create a clear picture, setting, and characters

Provide a conclusion that resolves and reflects the experience

Unit: 2

Reading Focus: Literary Writing Focus: Informational

Theme: Trials and Triumphs

“I Can Statements”:

W. 9-10.5

Use revision strategies

Use editing strategies

Focus on what is most significant for purpose and audience

W. 9-10.9

Support an analysis, reflection, and research with evidence from literary or informational texts.

Unit: 2

Reading Focus: Literary Writing Focus: Informational

Theme: Trials and Triumphs

On Going Standards:

SL. 9-10.1

Write for many reasons for a variety of audiences.

Participate in one-on-one discussions

Participate in group discussions

Participate in teacher-led discussions

Prepare for a discussion

Follow rules for discussions

Ask questions of my group members

Respond to questions posed by my group members

Summarize the group's discussion

Understand others' perspectives

SL. 9-10.3

Define delineate

Tell the difference between supported and unsupported claims

SL. 9-10.4

Present claims logically

Use descriptions, facts, and details

Use appropriate eye contact, volume and pronunciation

SL. 9-10.5

Use multimedia components in a presentation

SL. 9-10.6

Use formal language in a classroom setting

Unit: 2

Reading Focus: Literary Writing Focus: Informational

Theme: Trials and Triumphs

On Going Standards:

W. 9-10.4

Develop grade-level appropriate writing

W. 9-10.6

Develop grade-level appropriate writing

Use technology to publish writing

Update individual or shared writing products

Link to other information in document

Display information flexibly and dynamically

W. 9-10.10

Write for many reasons for a variety of audiences.

L. 9-10.1

Demonstrate proper usage of the eight parts of speech in writing and speaking

Use pronouns in the proper case

Use intensive pronouns

Correct inappropriate use of pronouns

Correct unclear pronouns

Find and correct mistakes in own and others' writing and speaking

Unit: 2

Reading Focus: Literary Writing Focus: Informational

Theme: Trials and Triumphs

On Going Standards:

L. 9-10.2

Use capitalization and punctuation correctly.

Define nonrestrictive elements

Define parenthetical elements

Use punctuation with nonrestrictive and parenthetical elements

Spell correctly

L. 9-10.3

Use proper conventions

Use varying sentence patterns

Remain consistent in style and tone

L. 9-10.4

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

L. 9-10.5

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

- Use figurative language (Similes, Metaphors, Personification, Idioms, Alliteration, Onomatopoeia)

L. 9-10.6

Use grade-appropriate vocabulary

Unit: 3

Reading Focus: Informational Writing Focus: Informational

Theme: Mystery

“I Can Statements”:

RI. 9-10.1

Cite strong, thorough, explicit textual evidence.

Analyze explicit ideas in the text

Draw inferences from the text

RI. 9-10.2

Determine central idea

Cite supporting details and analyze how the central idea emerges and is shaped by those details

Present an objective summary

Define fallacious reasoning

RI. 9-10.3

Analyze structure of text

Analyze order of events or series of ideas

Analyze main points and the connections drawn from them

RI. 9-10.8

Delineate the specific claims

Assess valid reasoning

Identify fallacious reasoning

RI. 9-10.10

Comprehend nonfiction writing at my grade level

RL. 9-10.5

Analyze structure of text

Analyze order of events

Examine author’s manipulation of time and its effect

Understand parallel plot

Understand flashback

Unit: 3

Reading Focus: Informational Writing Focus: Informational

Theme: Mystery

“I Can Statements”:

W. 9-10.2

Write an informative/ explanatory text

Organize complex ideas

Make important connections

Format graphics to enhance writing

Choose sufficient facts, extended definitions, etc. appropriate to audience’s knowledge of topic

Use varied transitions to link major sections of the text

Manage the complexity of the topic using precise language

Use an objective tone while maintaining a formal style true to the mode of writing

Write a conclusion which articulates the topic’s significance

W. 9-10.7

Conduct a sustained research project

Focus an inquiry on a problem or question

Solve a problem

Synthesize multiple sources

Demonstrate understanding of subject by solving a problem or answering a question

W. 9-10.8

Find authoritative information from print sources

Find information from advanced databases and/or other digital sources

Avoid plagiarism by using correct citations and following a standard format

Decide if a source is valid

Integrate information into the text to maintain a flow of ideas

Produce a bibliography

W. 9-10.9

Support an analysis, reflection, and research with evidence from literary or informational texts.

Unit: 3

Reading Focus: Informational Writing Focus: Informational

Theme: Mystery

On Going Standards:

SL. 9-10.1

Write for many reasons for a variety of audiences.

Participate in one-on-one discussions

Participate in group discussions

Participate in teacher-led discussions

Prepare for a discussion

Follow rules for discussions

Ask questions of my group members

Respond to questions posed by my group members

Summarize the group's discussion

Understand others' perspectives

SL. 9-10.3

Define delineate

Tell the difference between supported and unsupported claims

SL. 9-10.4

Present claims logically

Use descriptions, facts, and details

Use appropriate eye contact, volume and pronunciation

SL. 9-10.5

Use multimedia components in a presentation

SL. 9-10.6

Use formal language in a classroom setting

Unit: 3

Reading Focus: Informational Writing Focus: Informational

Theme: Mystery

On Going Standards:

W. 9-10.4

Develop grade-level appropriate writing

W. 9-10.6

Develop grade-level appropriate writing

Use technology to publish writing

Update individual or shared writing products

Link to other information in document

Display information flexibly and dynamically

W. 9-10.10

Write for many reasons for a variety of audiences.

L. 9-10.1

Demonstrate proper usage of the eight parts of speech in writing and speaking

Use pronouns in the proper case

Use intensive pronouns

Correct inappropriate use of pronouns

Correct unclear pronouns

Find and correct mistakes in own and others' writing and speaking

Unit: 3

Reading Focus: Informational Writing Focus: Informational

Theme: Mystery

On Going Standards:

L. 9-10.2

Use capitalization and punctuation correctly.

Define nonrestrictive elements

Define parenthetical elements

Use punctuation with nonrestrictive and parenthetical elements

Spell correctly

L. 9-10.3

Use proper conventions

Use varying sentence patterns

Remain consistent in style and tone

L. 9-10.4

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

L. 9-10.5

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

Use figurative language (Similes, Metaphors, Personification, Idioms, Alliteration, Onomatopoeia)

L. 9-10.6

Use grade-appropriate vocabulary

Unit: 4

Reading Focus: Literary Writing Focus: Argumentative

Theme: Life and Love

“I Can Statements”:

RL. 9-10.1

Cite strong, thorough, explicit textual evidence
Analyze explicit ideas in the text
Draw inferences from the text

RL. 9-10.2

Determine theme or central idea
Analyze how specific details shape the development of the theme
Present an objective summary

RL. 9-10.3

Analyze complex characters
Analyze how characters change and interact throughout the story
Analyze the character’s effect on advancement of the plot or development of theme

RL. 9-10.4

Determine the meaning of words and phrases as used in the text
- Figurative meanings
- Connotative meanings
Analyze how word choices affect meaning and tone

RL. 9-10.9

Define allusion
Identify an author’s use of an allusion
Analyze how the author transforms the allusion in the studied work

RL. 9-10.10

Comprehend many genres of literature at my grade level

Unit: 4

Reading Focus: Literary Writing Focus: Argumentative

Theme: Life and Love

“I Can Statements”:

W. 9-10.1

Write an argument to support a claim (thesis)

Introduce a precise claim

Distinguish claim from alternate or opposing claims

Clearly organize relationships among claim(s), counterclaims, reasons and evidence

Use evidence to support claim(s) and counterclaims fairly

Adapt claim(s) and counterclaims to audience’s knowledge level and concerns

Use transitions to create cohesion between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims.

Use objective tone

Attend to norms and conventions of the subject area in which they are writing

Provide a concluding section

W. 9-10.5

Use revision strategies

Use editing strategies

Focus on what is most significant for purpose and audience

Unit: 4

Reading Focus: Literary Writing Focus: Argumentative

Theme: Life and Love

On Going Standards:

SL. 9-10.1

Write for many reasons for a variety of audiences.

Participate in one-on-one discussions

Participate in group discussions

Participate in teacher-led discussions

Prepare for a discussion

Follow rules for discussions

Ask questions of my group members

Respond to questions posed by my group members

Summarize the group's discussion

Understand others' perspectives

SL. 9-10.3

Define delineate

Tell the difference between supported and unsupported claims

SL. 9-10.4

Present claims logically

Use descriptions, facts, and details

Use appropriate eye contact, volume and pronunciation

SL. 9-10.5

Use multimedia components in a presentation

SL. 9-10.6

Use formal language in a classroom setting

Unit: 4

Reading Focus: Literary Writing Focus: Argumentative

Theme: Life and Love

On Going Standards:

W. 9-10.4

Develop grade-level appropriate writing

W. 9-10.6

Develop grade-level appropriate writing

Use technology to publish writing

Update individual or shared writing products

Link to other information in document

Display information flexibly and dynamically

W. 9-10.10

Write for many reasons for a variety of audiences.

L. 9-10.1

Demonstrate proper usage of the eight parts of speech in writing and speaking

Use pronouns in the proper case

Use intensive pronouns

Correct inappropriate use of pronouns

Correct unclear pronouns

Find and correct mistakes in own and others' writing and speaking

Unit: 4

Reading Focus: Literary Writing Focus: Argumentative

Theme: Life and Love

On Going Standards:

L. 9-10.2

Use capitalization and punctuation correctly.

Define nonrestrictive elements

Define parenthetical elements

Use punctuation with nonrestrictive and parenthetical elements

Spell correctly

L. 9-10.3

Use proper conventions

Use varying sentence patterns

Remain consistent in style and tone

L. 9-10.4

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

L. 9-10.5

Use context clues to determine the meaning of a word

Use Greek or Latin roots to determine the meaning of a word

Use print reference materials

Use electronic reference materials

Use figurative language (Similes, Metaphors, Personification, Idioms, Alliteration, Onomatopoeia)

L. 9-10.6

Use grade-appropriate vocabulary

