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|  | **Unit 1: Story Development** | **Unit 2: Theme** | **Review** |
| Focus Standards | RL 2, RL 3, RL 7, W 3, L 1 | RL 2, RL 9, W 9a, L 2 |
| Key Learning | Texts are organized in a way that influences readers’ understanding. | Authors often draw on themes from classical texts to write contemporary texts. |
| Concepts | Character AnalysisPlot DeviationFilm AdaptationNarrative Writing | Theme DevelopmentRecurrent Themes |
| Duration | Aug. 27 – Oct. 9 | Oct. 15 – Nov. 9 |
| District CA Window | #1 Oct. 1 – Oct. 17 |  |
| Suggested Resources |  |  |  |
| Notes |  |  |  |

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|  | **Unit 3: Reading to Learn** | **Review** | **Unit 4: Writing to Inform** | **Review** |
| Focus Standards | RI 1, RI 2, RI 3, RI 5, RI 7, RI 9, SL 1, SL 2 | RI 1, RI 4, W 2, W 6, W 8, L 4a |
| Key Learning | Critical readers come to a deeper understanding of informational texts. | Writers follow a process to compose an effective informative text. |
| Concepts | Text AnalysisMedia Analysis | Building BackgroundPlagiarismCompositionPublish |
| Duration | Nov. 13 – Dec. 20 | Jan. 9– Feb. 8 |
| District CA Window | #2 Jan. 9 – Jan. 24 |  |
| Suggested Resources | Zoot Suits |  |  |  |
| Notes |  |  |  |  |

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|  | **Unit 5: Argument** | **Review** | **Unit 6: Style** | **Review** |
| Focus Standards | RI 6, RI 8, RI 9, W 1, W 4, W 5, W 7, SL 3, SL 4, SL 6, L 6 | RL 1, RL 4, RL 5, RL 6, RI 4, RI 5, SL 5, L 5 |
| Key Learning | Authors include specific information in an argument in order to persuade the reader. | Language and point of view contribute to an author’s style. |
| Concepts | Elements of an ArgumentComposing an ArgumentPresenting an Argument | LanguagePoint of View |
| Duration | Feb. 11 – Mar. 25 | Apr. 8 – May 13 |
| District CA Window | #3 March 6 – April 10 |  |
| Suggested Resources |  |  |  |  |
| Notes |  |  | Poetry as Metaphor, Possible W3 added |  |