

ELA Grade 9 CP (dev. June 2018)

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Identify main ideas and make inferences	<i>Big Fish</i>	F	Discuss main ideas of mythology and <i>Big Fish</i> . Review with film pairings.	Corresponding handout (a diagnostic exam exists as well). Exit Slip/Question: Why is <i>Big Fish</i> a piece of mythology?
CC.1.5.9-10A (discussions) L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Make inferences and conclusions	<i>Big Fish</i>	F	Ice Breaker & Group Work on "Death Takes" - utilize half sheet to guide summary and inferences.	Paraphrase the take. Identify the reason for the take.
L.F.2.1.2 Cite evidence from a text to support generalizations. CC.1.5.9-10A (class discussion)	Compare and contrast takes citing evidence from the "Death Takes"	<i>Big Fish</i>	F	Share Takes, Compare & Contrast Chart, Read final chapter together, discuss father/son relationship	Discussion and Exit Slip - compare and contrast takes through questions and discussions. Identify specific evidence from the text within answers.
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Identify hero cycle terms and make connections to text.	<i>Big Fish</i> TEDTALK https://www.ted.com/talks/matthew_winkler_what_makes_a_hero ("How He Tamed the Giant")	F	Introduce the hero cycle and apply terminology to film segments. HW: Read "How He Tamed the Giant"	Completion of hero cycle terms and examples handout defining terms and matching terms to examples. Do Now - apply heroes needing a "quest" to Edward & William"
L.F.2.1.2 Cite evidence from a text to support generalizations. CC.1.5.9-10A (class discussion)	Cite evidence of hero cycle terms to text.	<i>Big Fish</i> ("How He Tamed t	F	Complete hero cycle handout for "How He Tamed the Giant" and "The Giant's Rebellion." HW: "His Three Labors"	HW Check on reading. Double-sided hero cycle handout in class. Identify examples of hero cycle within "His Three Labors"
L.F.2.1.2 Cite evidence from a text to support generalizations. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Connect "Hercules" to "Three Labors" through Hero elements citing evidence.	<i>Big Fish</i> TEDTALK https://www.ted.com/talks/matthew_winkler_what_makes_a_hero ("Hercules" and "His Three Labors")	F	"Hercules" and "His Three Labors"	Connections between <i>Big Fish</i> & Myth.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Identify the elements of the "Narcissus and Echo" and "The Girl in the River" in <i>Big Fish</i>	"Narcissus and Echo" "The Girl in the River" from <i>Big Fish</i>	F	Mythological elements overview via slideshow. HW: "Narcissus and Echo"	Corresponding handout and application to "The Girl in the River"

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Make connections of the elements of the "Narcissus and Echo" and compare to "The Girl in the River" in <i>Big Fish</i>	"Narcissus and Echo" and "	F	"Narcissus and Echo" connections to "The Girl in the River"	HW check on reading. Discussions and connections between characters and mythological elements.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Make inferences in the myth, match elements of myths to the text, make connections between myths and <i>Big Fish</i> , identify hero elements within a text.	"Giants/Cyclops" - "Typhon" - "Pandora" - "Persephone" - "Prometheus" - "Zeus"	F	Introduce Myth One-Pager (students assigned a Greek myth to analyze for hero cycle, myth elements, and connection to Edward from <i>Big Fish</i>)	Quiz on standards and material: mythology, elements, hero cycle, making inferences and connections.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	<i>Compare and connect myths to Big Fish</i>	"Giants/Cyclops" - "Typhon" - "Pandora" - "Persephone" - "Prometheus" - "Zeus"	F	One-Pager Work Day	Complete reading and comprehension. Begin choosing elements to analyze.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	<i>Compare and connect myths to Big Fish</i>	"Giants/Cyclops" - "Typhon" - "Pandora" - "Persephone" - "Prometheus" - "Zeus"	F	One-Pager Work Day	Create One-Pager with elements and supporting evidence.
CC1.4.0-10.S (TDA) L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Text-to-Text connections		F	Vocab Quiz Unit 1. Finish film with response.	Film response.

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
LF 2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	Text Structure and Language	Syntax Guided PowerPoint, Sonnet 130?	F	Guided approach to reading Shakespeare's writing	Discussions/Handout- Define Shakespeare's language and recall different ways in which Shakespeare's language is difficult.
LN 1.3.2 Summarize the key details and events of a nonfiction text, in part or as a whole.	Historical Context	Biography Article, Elizabethan Era Articles (ex. <i>Time Traveller's Guide</i>)	NF	KWL activity prior to readings (possible investigation of images). Review Elizabethan Era via slideshow.	Discussions and completion of notes - identify major areas of historical context in relation to the time period of <i>Romeo and Juliet</i> .
LF 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.	Character Development	<i>Romeo & Juliet</i> Prologue & Act 1.1	F	Questions & Discussions throughout guided reading	Exit Slip - questions in the drive

<u>LF 2.3.1</u> 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	Character Development	<i>Romeo & Juliet</i> Acts 1.2-1.4	F	Guided and Independent Reading	Character Reflection on reading analysis handout identifying relationships between the characters
<u>LF 2.5.3</u> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script	Drama Terminology	<i>Romeo & Juliet</i> Acts 1.5, videos of play, alternate play passage	F	Stage Direction Activity: students create storyboards or director's tableau of scene; view multiple "stagings" of scene; compare to passage with explicit stage directions	Reading Passage and Stage Direction Analysis
L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words				Career Day	Vocab Quiz Unit 2
<u>LF 2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of foreshadowing, hyperbole, oxymoron, pun and irony in a text.	Figurative Language	Examples from <i>Romeo & Juliet</i> Act 1	F	Student-centered chart - students will define figurative devices based on examples from Act 1	Complete chart defining terms based on given examples.
LF 2.3.1 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. LF 2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script	Character Development Stage Direction	<i>Romeo & Juliet</i> Act 2.1	F	Guided and independent reading- While reading, students will identify literary devices	Act 1 Quiz - Make inferences on characters, identify key events within relationships of characters, identify types of characters, explain purpose of and meaning of directions with Shakespeare's play, compare differences from a modern play to Shakespeare's play.
<u>LF 2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of foreshadowing, hyperbole, oxymoron, pun and irony in a text.	Figurative Language	<i>Romeo & Juliet</i> 2.2-2.6	F	Guided and independent reading- While reading, students will identify devices and discuss good vs. evil	Discussions, exit slip, guided reading questions identifying terms and purpose of figurative language.

<u>LF 2.3.3</u> 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	Plot Elements	<i>Romeo & Juliet</i> Act 3.1	F	Review plot elements and label events during guided reading	Plot Diagram Completion (guided) and/or comic or Instagram activity
<u>LF 2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of foreshadowing, hyperbole, oxymoron, pun and irony in a text.	Figurative Language	<i>Romeo & Juliet</i> Act 3.2	F	Close reading of the language in regards to its structure and devices	Activity connecting between character development (Juliet) and language *Exit Slip - Identify five oxymorons and their overall purpose?
<u>LF 2.3.3</u> 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	Plot Elements	<i>Romeo & Juliet</i> Act 3.3-3.4	F	Review plot elements	HW / formative check on key events and plot
<u>LF 2.5.3</u> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script	Drama Terminology	<i>Romeo & Juliet</i> Act 3.5	F	Study Capulet's dialect/tone and Juliet's soliloquy	Annotate for comprehension and tone. Or exit slip regarding character development.
<u>LF 2.2.4</u> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama	Language & Structure	<i>Romeo & Juliet</i> Act 4.1-4.3	F	Genre study/comparison.	Act 3 Quiz on plot and figurative language. Discussions/Handout
<u>LF 2.2.4</u> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama (language & structure) <u>LF 2.3.2</u> Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction (setting)	Language & Setting	<i>Romeo & Juliet</i> Act 4.4-4.5	F	Discuss Capulet's imagery and figurative language when describing corpse	Guided reading handout of 4.5
LF 2.3.1 (character) LF 2.3.3 (plot) LF 2.3.5 (tone and mood)	Character Development Plot elements tone and mood	<i>Romeo & Juliet</i> Act 5.1-5.3	F	Review Act 4 via film and begin discussing Act 5 for mood and tone	Act 4 quiz on tone, mood, language. Discussions, Close Readings

LF 2.1.1 (inferences and conclusions) L.F.2.2.3 (connections) L.F.2.3.1 (character development) L.F.2.5.1 (Figurative Language) CC.1.4.9–10.R (capitalization and spelling)	Character Development and Language	<i>Romeo & Juliet</i> Act 5.3	F	Review Act 5.3 and view film.	Film reflection and review for quiz Study Island #1
LF 2.3.1 (character) LF 2.3.3 (plot)	Character Development and Language	<i>Romeo & Juliet</i>	F	Character discussion and poster activity	Act 5 Quiz on Character & Mood
LF 2.3.1 (character)	Character Development	<i>Romeo & Juliet</i>	F	Review character posters and introduce essay	Check essay topic and supporting evidence
CC 1.4.9-10.S	Writing Process (Literary Analysis)	<i>Romeo & Juliet</i>	F / NF	Creating introduction with opening line and thesis, incorporating text evidence, transitioning, peer edit, revision	Character Analysis
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L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.	Poetry	Poems - TBD	P	Review poetry terms, devices, and structures. Apply terminology to modern, female poets	Discussions and handouts leading up to a graded reflection with text-dependent questions.
<u>L.N.1.3.1</u> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	Context	Video/Documentary	NF	KWL chart or Anticipation Guide regarding women in war knowledge	Discussion/Completion
<u>L.N.1.3.1</u> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	Context	Article / Graphics	NF	Analyze graphics and answer questions based on women in war statistics	Formative check on graphics
<u>L.N.2.5.4</u> Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	Propaganda	War Poster for CST Uncle Sam Poster? (title of ch. 1) <i>Ashely's War</i>	NF	Do Now - Reflect on the war poster displayed prior to preface. Discuss its persuasiveness and impact on an audience. Compare to Uncle Sam Poster. Read preface.	Reflection
L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	Persuasion	Commercials and print ads	NF	Introduce terminology and apply to genres of advertisements	Graded Ad Analysis

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. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.	Author's Purpose, Context, Vocabulary	<i>Ashley's War</i> Ch. 1	NF	Guided Reading and Discussions. Word Wall - Create a mini-poster for assigned Afghan culture term, some of which are defined in the text?	Discussions. Exit Slip - Why U.S. women will be helpful in missions when working with Afghans.
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.	Character	<i>Ashley's War</i> Ch. 2	NF	Character Chart - analyze the four areas of background info provided for the first four characters	Present/Share info about assigned character to complete chart jigsaw style. Reflection question - author's purpose for describing the women this way (physical*)
L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2 Cite evidence from a text to support generalizations.	Conflict / Context	<i>Ashley's War</i> Ch. 3	NF	Venn Diagram Jason's war experience vs. Ashley's. Learn opposing viewpoints of women in war.	Completion & Discussions
L.F. 2.5.1 (allusion)	Allusions to other texts	<i>Ashley's War</i> Ch. 4	NF	Analyze Allusions characters make and why	Text-to-Text Connections
L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	Author's Purpose	<i>Ashley's War</i> Ch. 5 & 6	NF	Discuss the purpose of negative criticism (optional: "Don't challenge me" - social media posts by famous athletes and compare to Amber's "role play" scene)	Passage analysis - analyze the negative criticism women faced when learning they passed the test.
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Character Growth	<i>Ashley's War</i> Ch. 7	NF	End of Part 1 - Evaluate how characters have grown after the admission process. Discuss major theme (equality to be successful in war). Truman's 1948 Executive Order (African Americans in war) mentioned.	Reflection or Exit Slip
L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.	Text-to-Text Poetic Devices	<i>Ashley's War</i> Ch. 8	NF	Poetry Activity - Analyze Kate's regarding deployment. Compare to another from a relative left behind. Also discuss setting.	Poetry Analysis - Afghan female two-line poem creation.

L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.	Historical Context / Author's Purpose	<i>Ashley's War</i> Ch. 9	NF	WAC - uniform changes throughout culture. Viewpoint about cultures not wanting our help (Cassie's mission)	Peer research and brief sharing out
L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	Author's Purpose	<i>Ashley's War</i> Ch. 10	NF	Analyze Nadia's situation - mistreated by males but conforms to female stereotypes with CST	Reflection / Discussion
L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	Propaganda	<i>Ashley's War</i> Ch. 8-10	NF	Propaganda creation task (war poster persuading women to join CST)	Graded poster
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction	Conflict (internal)	<i>Ashley's War</i> Ch. 11	NF	Argue if Amber should have received same badge as Ashley	Discussion / Textual Evidence - or CR?
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction	Character Growth / conflict (internal)	<i>Ashley's War</i> Ch. 12	NF	Compare Ashley's dreams to those of other women in war	Brief research activity with reflection
L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.	Style	<i>Ashley's War</i> Ch. 13	NF	Identify instances of language barriers during mission and how author's style portrays the situation (maybe write quotes on wall hinting at situation)	Completion of chart - jigsaw approach
L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction	Point of View	<i>Ashley's War</i> Ch. 14	NF	Study Nadia's torn identity	Create plot diagram for chapter using Nadia's identity as conflict?
L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction	Point of View Cont'd	<i>Ashley's War</i> Ch. 15 Real-life perspective of family (TBD)	NF	Compare text to <i>Ashley's War</i>	Completion / Discussions

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.	Text-to-Text	Ashley's War Ch. 16 (HW: 17)	NF	Assign small groups portions of Teddy Roosevelt's speech "Man in the Arena"	Analysis and sharing to help complete reflection
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction	Character	Epilogue	NF	Divide room and discuss impact of Ashley's death on Nadia and Tristan. Introduce Essay.	Exit Slip
LN 1.3.1(implied and explicit ideas) L.N. 1.1.1 (author's purpose) L.N 1.1.2 (evidence for purpose) LN 2.5.4 (propaganda/bias) LN 2.3.1 (evaluate character) LN 2.1.1 (make inferences)	Author's purpose, evidence, propaganda, character, inferences and main ideas	Ashley's War	NF	Take Unit Assessment and choose essay topic	Unit Assessment
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.	Identify topic for persuasive argument	Ashley's War	NF	Make essay topics official. Review persuasion terminology via <i>Adam Ruin's Everything</i> episode	Corresponding viewing guide
CC.1.4.9-10.V, CC.1.4.9-10.W, CC. 1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.C, C.A.1.1.1, C.A.1.1.2, C.A.1.1.3, C.A.1.1.4, C.A.1.1.5, C.A.1.1.6, C.A. 1.1.7, C.A.3.1.1, C.A.3.1.2, C.A.3.1.3, C.A.3.1.4, C.A.3.1.5	Writing Process (Pesuasive)	Research Articles on Chosen Topics	NF	Organize research and integrate persuasive techniques in written form. Peer edit and revise.	Graded Essay
CC.1.5.9-10D	Present Information & Research	Research from Persuasive Essay Topic	NF	Present overview of topic and interesting facts; provide summary of research essay	Graded Presentation
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LN 1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.	Historical Context	Article-Based Powerpoint	NF	*Summarize author background and identify WWII context *Survival Scenario Game	*Summarize purpose and lesson of the survival game in preparation for reading *Golding Background Exit Slip

<p><u>LF 1.2.1</u> Identify and/or apply a synonym or antonym of a word used in a text.</p> <p><u>LF 1.2.2</u> 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><u>LF 1.2.3</u> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p><u>LF 1.2.4</u> Draw conclusions about connotations of words.</p> <p><u>LF 2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of dialect</p>	<p>How to Approach Reading: Using Context Clues & Dialect</p>	<p><i>Lord of the Flies</i> Chs. 1-3</p>	<p>F</p>	<p>Dialect / Context Clue chart (Ch. 1) Dialect informal assessment (Ch. 2) Dialect/ Context Clue passage analysis (Ch. 3) Dialect Video?</p>	<p>Kahoot for Ch. 2 dialect matching to characters. Ch. 2 character Journal on Classroom. Reading Checks Study Island #2</p>
<p><u>LF 2.3.4</u> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <p><u>LF 2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of symbolism</p> <p><u>LF 1.1.1</u> Identify and/or analyze the author's intended purpose of a text.</p>	<p>Themes and Representative Symbols - Purpose of Choosing Them</p>	<p><i>Lord of the Flies</i> Chs. 4-6</p>	<p>F</p>	<p>Theme/Symbolism poster creation for chapters 4-6</p>	<p>Theme poster completion and jigsaw discussion. Ch. 5 "fear" theme reflection/response. Reading Checks</p>
<p><u>LF 2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of irony, imagery, allusion, allegory</p> <p><u>LF 1.1.2</u> Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p>	<p>Purpose of Author's Style in Key Moments (Figurative Language)</p>	<p><i>Lord of the Flies</i> Chs. 7-9</p>	<p>F</p>	<p>Interactive activity on figurative language? Figurative Language/Key Moment chart for chapters 7-9</p>	<p>Collect chart and asses Ch. 9 section (individually completed) Reading Checks</p>
<p><u>LF 1.1.3</u> Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p><u>LF 2.3.4</u> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction *development & text-to-text</p>	<p>Connect Author's Purpose to Themes</p>	<p><i>Lord of the Flies</i> Chs. 10-12</p>	<p>F</p>	<p>Ch. 10 Venn Diagram - Ralph vs. Jack and respective symbols of power More needs to be created</p>	<p>Need to create Exit Slip? Response? Reading Checks Study Island #3</p>

<p>CIE 1.1.1 (controlling point/task) CIE 1.1.2 (relevant info/content/details) CIE 1.1.3 (organization strategies) CIE 1.1.4 (language/style/tone) CIE 1.1.5 (grammar, sentence formation) CIE 2.1.1 CIE 2.1.2 CIE 2.1.3 CIE 2.1.4 CIE 3.1.1 CIE 3.1.2 CIE 3.1.3 CIE 3.1.4 CIE 3.1.5 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. CIE 2.1.5 CIE 2.1.6 CIE 2.1.7</p>	<p>Writing Process (Thematic)</p>	<p><i>Lord of the Flies</i></p>	<p>F</p>	<p>Brainstorming Sheets, body paragraph organizers, peer edit, revision</p>	<p>Essay Check-Ins</p>
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<p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of satire in a text.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p>	Satire	Spongebob <i>LOTF</i> transition Simpsons <i>LOTF</i> ? "Harrison Bergeron" <i>Cartoons</i>	F	View / read a variety of texts and complete handouts asking students to identify and explain the use of propaganda techniques	Graded Cartoon Creation
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
<p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.N.2.4.5 Connect graphics to information</p>	Defining Nonfiction and Context	Presentation Articles	NF	Identify the different types of nonfiction, develop context through articles, graphics, and annotations.	Discussions / Exit Slip / Guided Reading Questions for article(s)
<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>	Interrelationship of ideas and events	<i>The Pact</i> Ch. 1	NF	Analyze George identifying who he is and what events have shaped those characteristics.	Character Posters/Quotes (word wall for each?)

<u>L.N.1.3.3</u> Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	Interrelationship of ideas and events	<i>The Pact</i> Ch. 2	NF	Analyze Sam identifying who he is and what events have shaped those characteristics.	Continued / Discussions
<u>L.N.1.3.3</u> Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	Interrelationship of ideas and events	<i>The Pact</i> Ch. 2	NF	Analyze Sam identifying who he is and what events have shaped those characteristics.	Character Chart or Reflection?
<u>L.N.1.3.3</u> Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	Interrelationship of ideas and events	<i>The Pact</i> Ch. 3	NF	Analyze Rameck identifying who he is and what events have shaped those characteristics.	Discussions / Character Chart / Comprehension Check Ch. 1-3
<u>L.N.1.3.2</u> Summarize the key details and events of a nonfictional text, in part or as a whole.	Summarize the chapter	<i>The Pact</i> Ch. 4	NF	Summary - Guided	Discussions
<u>L.N.1.3.2</u> Summarize the key details and events of a nonfictional text, in part or as a whole.	Summarize the chapter	<i>The Pact</i> Ch. 5	NF	Summary - Groups Study Island #4	Completion / Responses
<u>L.N.1.3.2</u> Summarize the key details and events of a nonfictional text, in part or as a whole.	Summarize the chapter	<i>The Pact</i> Ch. 6	NF	Summary - Independent	Completion / Discussions - Ch. 6 Do Now - Leaving Friends Behind
<u>L.N.1.3.2</u> Summarize the key details and events of a nonfictional text, in part or as a whole.	Summarize the chapter	<i>The Pact</i> Ch. 7 and "George on Pressure"	NF	Identify correct summaries of Chapter 7	Formative Check on summaries of information within Chs. 4-7
L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Text-to-Text connections for character	<i>Fresh Prince</i> episode and/or documentary and <i>The Pact</i> Ch. 8	F / NF	Text-to-Text connections	Handout or exit slip
L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:	Theme (mentorship / peer pressure / identity)	<i>The Pact</i> Ch. 8	NF	Review Ch. 8 and begin film	Tracking Carla's character - how she positively influences others (theme)
<u>L.N.2.3.4</u> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction	Theme (mentorship / peer pressure / identity)	<i>The Pact</i> Ch. 9	NF	Review Ch. 9 and continue film	Tracking Carla's character - how she positively influences others (theme)
L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:	Theme (mentorship / peer pressure / identity)	<i>The Pact</i> Ch. 10	NF	Review Ch. 10 and finish film	Tracking Carla's character - how she positively influences others (theme)

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction	Theme (mentorship / peer pressure / identity)	<i>The Pact</i> "Rameck on Giving Back" and Chs. 11-16	NF	Review "Rameck on Giving Back" and introduce the Jigsaw Activity. Read two chapters and prepare summaries to share in groups to class. Identify and analyze the negative influences in their lives nearing graduation	Discussions / Reflections
L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices. L.N. 2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction	Poetry vs. NF / Theme	<i>The Pact</i> Ch. 11 & TuPac Poetry	NF	Compare/Contrast TuPac poetry to the text, look for consistent themes. Carousel Activity.	Reflection to Carousel
L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	Figurative Language & Point of View	<i>The Pact</i> Ch. 17	NF	Ch. 17 and introduce Definition Essay	Discussions
L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	Figurative Language & Point of View	<i>The Pact</i> Ch. 18	NF	Review Ch. 18 and work one essay	Essay Organizer Check-In
L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction	Figurative Language & Point of View	<i>The Pact</i> Ch. 19	NF	Review Ch. 19 and type essay	Essay Check-In

<u>L.N.2.3.4</u> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	Theme	Epilogue	NF	Where are they now? Activity Friendship Theme Discussion Review for Test	Discussions
LN 2.2.2 (fiction vs. nonfiction) LN 2.2.3 (connection between texts) LN 1.3.3 (interrelationship of events) LN 1.3.2 (summarize)	Theme, Figurative Language & Point of View, Poetry, Text-to-text connections, interrelationship of ideas and events, defining nonfiction and context	<i>The Pact</i>	NF	The Pact Unit Test	
					Essay Due
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.N.1.1.4 (inform the reader)	Forms of story-telling and elements	PowerPoint and fairytales:	NF	Children's book group activity	Corresponding handout and reflection
<u>L.F.2.2.4</u> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:	Compare retelling to original	Read retelling of (fairytales)	F	Read an original fairytale and identify elements of this form based on yesterday's review	Discussion - Venn Diagram
<u>L.F.2.3.3</u> Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction	Plot - setting, character	<i>Beauty</i> Part 1	F	Review plot terms and literary devices Complete exposition portion	Part 1 Quiz on plot terms/devices Discussion about exposition
<u>L.F.2.3.3</u> Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction <u>L.F.2.3.5</u> Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:	Plot - conflict, rising action Tone/Mood	<i>Beauty</i> Part 2	F	Complete next portion of plot diagram Focus on mood as conflicts arise	Exit Slip Reflections, tone chart

<p><u>L.F.2.3.3</u> Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction</p> <p><u>L.F.2.3.6</u> Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction</p> <p><u>L.F.2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of allusion and imagery in a text.</p>	<p>Plot - climax, falling action, resolution</p> <p>POV</p> <p>Allusion, Imagery</p>	<p><i>Beauty</i> Part 3 , Ch. 1</p>	F	<p>Finish the overall plot diagram</p> <p>Imagery - draw castle/grounds</p> <p>Compare POV of Beauty & father</p>	<p>Part 3 quiz, class discussions, chart, drawing</p> <p>Study Island #6</p>
<p><u>L.F.2.3.5</u> Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</p>	<p>Style, tone, mood, point of view</p>	<p>Beauty and the Beast film</p>	F	<p>Watch <i>Beauty and the Beast</i></p>	<p>Complete chart to keep track of style, tone, mood, point of view (continued) and similarities/differences. Submit for grade.</p>
<p><u>L.F.2.3.3</u> Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction</p> <p><u>L.F.2.3.6</u> Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction</p> <p><u>L.F.2.5.1</u> Identify, explain, interpret, describe, and/or analyze the effects of allusion and imagery in a text.</p>	<p>Plot - climax, falling action, resolution</p> <p>POV</p> <p>Allusion, Imagery</p>	<p><i>Beauty</i> Part 3, Chs. 2-5</p>	F	<p>Finish the overall plot diagram</p> <p>Imagery - draw castle/grounds</p> <p>Compare POV of Beauty & father</p>	<p>Part 3 quiz, class discussions, chart, drawing</p> <p>Study Island #6</p>
<p>CC.1.4.9-10.M</p> <p>CC.1.4.9-10.N</p> <p>CC.1.4.9-10.O</p> <p>CC.1.4.9-10.P</p> <p>CC.1.4.9-10.Q</p> <p>CC.1.4.9-10.R</p> <p>CC.1.4.9-10.T</p>	<p>Narrative Writing Process</p>	<p>Existing Fairytales - TBD</p>	F	<p>Retell an existing fairytale and create a children's book version to create</p>	<p>Google Slides Presentation and Narrative Elements Rubric</p>
<p><u>CC.1.5.9-10.F</u> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>Presentation</p>	<p>Sharing Created Fairytales</p>	F	<p>Present Google Slides to class in order to retell stories</p>	<p>Speech Rubric</p> <p>Narrative Rubric</p>