

Qtr 1: Language for Information	Qtr 2: Language for Literary Response and Analysis	Qtr 3: Language for Literary Response and Analysis	Qtr 4: Research
Genre: Memoir/Autobiography/Essay/Speeches/Video/Photos	Genre: Short Story/Poetry/Fable	Genre: Novel/Drama	Research: Theme may vary
<p>Reading/Language Standards: R2 – Determine a central idea of a text and analyze its development over the course of the text... R4 – Determine the meaning of words and phrases as they are used in a text. R5 – Analyze in detail how an author’s ideas or claims are developed and refined... R6- Determine an author’s point of view or purpose in a text... RL9: Analyze how an author draws on and transforms source material in a specific work</p>	<p>Reading /Language Standards: R1 – Cite strong and thorough textual evidence... R2 – Determine a theme or central idea of a text... RL3 – Analyze how complex characters develop... RL4 – Determine the meaning of words and phrases as they are used in the text... RL5: Analyze how an author’s choice concerning how to structure a text... R11 – Interpret, analyze, and evaluate narratives, poetry, etc... RI1 L1 SL1</p>	<p>Reading/Language Standards: RL1: Cite strong and thorough textual evidence... RL2: Determine a theme/central idea of a text... RL3: Analyze how complex characters develop... RL4: Determine the meaning of words and phrases as they are used in the text... RL5: Analyze how an author’s choice concerning how to structure a text... L1</p>	<p>Reading/Language Standards R7- Integrate and evaluate content presented in diverse formats and media... R9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes R10 – Read and comprehend complex literary and informational texts independently and proficiently L1 – Demonstrate command of the conventions of standard English... L2 – Demonstrate command of the conventions...</p>

			SL2 SL4
<p>Writing Standards: W1 – Write arguments to support claims in an analysis of substantive topics or texts... W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing... W5 – Develop and strengthen writing as needed by planning...</p>	<p>Writing Standards: W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing...</p>	<p>Writing Standards: W1 W2 W4 W5</p>	<p>Writing Standards W5 – Develop and strengthen writing as needed by planning... W7 –Conduct short, as well as more sustained research... W8 –Gather relevant information from multiple authoritative print and digital sources... W9 – Draw evidence from literary/informational text to support analysis</p>
<p>Correlation to NYSED/ODELL Units 1 Reading Closely 2A Making evidence based claims</p>	<p>Correlation to NYSED/ODELL Units 2B Making evidence based claims about literary technique</p>	<p>Correlation to NYSED/ODELL Units</p>	<p>Correlation to NYSED/ODELL Units 3 Researching to Deepen Understanding</p>
<p>Additional Recommended Units Writing Process – *Teachers begin the year with a unit on Writing Process Unit 6 – Literary non-fiction (CCCM)</p>	<p>Additional Recommended Units Unit 1 - Literary elements and the short story (CCCM) Unit 3 Poetry – Beauty (CCCM) Unit 5 – Epic Poetry</p>	<p>Additional Recommended Units Unit 2 – Novel – Honor (CCCM) Unit 4 – Drama: Fate (CCCM)</p>	<p>Additional Recommended Units Organizing elements for research based writing</p>

	(CCCM)		
<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Read closely for information *Explain what one has come to understand as a reader *Employ reading strategies before, during, and after reading (ie chunking, root word, sounding out, prereading, rereading, margin notes, prior knowledge) <p>Literary Elements</p> <ul style="list-style-type: none"> *Recognize and understand the use of structure *Identify the author’s claim and discuss how it is developed *Identify textual support for a claim 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Develop a claim/theme *Describe how the author uses literary elements and techniques in order develop ideas *Students make meaning about the text *Identify the differing characteristics that distinguish different literary forms *Analyze a character’s development throughout the text 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Recognize a theme *Read, comprehend and critique literary works *Identify and explain the author’s choice of literary elements and techniques and how they are used to develop ideas *Identify organizational pattern and text structure of literary works *Examine a literary selection from several different critical perspectives *Examine common cultural archetypes that pervade literature (i.e., hero/heroine, 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Develop inquiry questions – narrow focus *Locate, assess and apply source material *Assess web-based material *Evaluate the perspective/bias of the author *Identify an inquiry path *Develop an inquiry path *Describe the meaning and consequences of plagiarism *Make and synthesize evidence based claims *Synthesize information from multiple sources *Record accurate notes from multiple sources *Read and follow instructions to

		<p>outsider/outcast, rebel, villain) *Identify the tone *Identify historical period and its significance *Understand the history of the novel/drama as a literary form</p>	<p>complete an assigned task</p>
<p>Essential Understandings, Knowledge, Skills: * Use process writing in order to generate well developed and structured writing, following the conventions of standard English *Compose an essay on a given topic, either as their own expert, or using sources</p>	<p>Essential Understandings, Knowledge, Skills: *Determine theme *Discuss the ways in which authors use literary elements and techniques to develop ideas *Use textual evidence to support arguments *Use direct quotations from text for support *Increase general and specialized vocabulary through speaking, reading, and writing</p>	<p>Essential Understandings, Knowledge, Skills: *Identify the theme/point of view *Identify the tone *Identify historical period and its significance *Understand the history of the novel/drama as a literary form *Discuss use of conflict in literary works (i.e., man vs. nature, man vs. fate)</p>	<p>Essential Understandings, Knowledge, Skills *State a thesis that answers the research question *Utilize selected format (is MLA, APA) for citations in text and works cited *Provide well developed, evidence based support in research papers *Use grammatically accurate, clear and concise language when producing written products *Establishes a clear and logical organization</p>

<p>Suggested Activities: Theme – School Writing sample surrounding the theme of school Teach Writing Process Develop essay surrounding 2 photographs T-Chart/Web – Graphic Organizer Venn Diagram - Compare/Contrast Essay Revise writing</p>	<p>Suggested Activities: Begin with poetry/short story as a tool for teaching students how to write about literature Visual representation of story/poem Mark up the literature (highlight, circle, etc.) – important to model for students Maintain a journal response log Use graphic organizers Class discussion Literary terms Jeopardy</p>	<p>Suggested Activities: Characterization of minor and major characters Reader’s Theater Performance Story Board Graphic Organizer Small group presentations Dramatic audio reading of the selected work Monologue performances Discussion Small group presentations Puppetry with characterization</p>	<p>Suggested Activities: Conduct research Respond to text Use online resources Use database resources Research paper Oral Presentation</p>
<p>Suggested Assessment Methods: Essay (Formative, Summative) – ELA Regents Rubric Text centered Discussion Written student responses Student self-assessments (ie, questioning the text)</p>	<p>Suggested Assessment Methods: Teacher observation and anecdotal notes based on class discussion Controlling idea essay Thematic/literary essay Written student responses Literary Terms Test –</p>	<p>Suggested Assessment Methods: Teacher observation and anecdotal notes based on classroom discussions Student journals Performance with</p>	<p>Suggested Assessment Methods: Research Paper PowerPoint Presentation Teacher observation and anecdotal notes Poster, Oral Presentation</p>

	<p>identify literary terms embedded in a selected text</p> <p>Conduct an interview of a character in the text</p> <p>Illustrate plot</p> <p>Find literary elements embedded in the lyrics of a song</p>	<p>defined criteria</p> <p>Written student responses</p>	
<p>Suggested resources:</p> <p>TED talks; TED Talk (Temple Grandin)</p> <p>Videos</p> <p>Photographs</p> <p>CCCM texts</p> <p>To be considered after education topics are covered:</p> <p><i>Woodsong</i></p> <p><i>The Rookie</i> (include movie)</p> <p><i>Night</i></p> <p><i>Diary of Anne Frank</i></p>	<p>Suggested Resources</p> <p>CCCM texts</p> <p><i>Gift of the Magi</i></p> <p><i>The Black Cat, Edgar Allen Poe, Dr. Heidegger’s Experiment, To Serve Man, The Story of an Hour, To Build a Fire</i></p>	<p>Suggested Resources</p> <p>CCCM texts</p> <p>Novels- <i>The Outsiders, Touching Spirit Bear, House Mango Street, The Pearl, Of Mice and Men, To Kill a Mockingbird</i></p> <p>Plays/Screenplays- <i>The Princess Bride and A Midsummer Night’s Dream, Antigone, Dead Poet’s Society, Macbeth, Romeo and Juliet, Schrek</i></p>	<p>Suggested Resources</p> <p>Various class driven themes</p>