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|  | Unit 1: Text & Language Structure | Unit 2: Story Elements | **Review** |
| Focus Standards | RI2, RL2, W2, L1, SL1RI5 L4, SL2 | RL3, W3, L1, SL5RL6, W7 |
| Recursive Standards | W4, L4W5, L5W10 | W4, L4W5, L5W10 |
| Key Learning | Good readers understand the structures of texts, and use them to make sense of what they read. | Authors choose how story elements will interact to define the characters and shape the plot. |
| Concepts | SummarizingStructureWriting Word Choice | Story ElementsViewpointWritingResearch & Presentation |
| Duration | August 27-Oct. 4 | Oct. 9- Nov. 20 |
| District CA Window | #1 Oct. 1-Oct. 17 |  |
| Suggested Resources |  |  |  |
| Notes |  | Idea: Kids could be grouped in pairs to research background information for different parts of the literary texts of your choice. They could then share out their info to the class before during or after the reading for that day. CC Sample Task- RL3 Students *analyze* how the playwright Louise Fletcher uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*. |  |

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|  | Unit 3: Text Analysis | **Review** | Unit 4: Argument | **Review** |
| Focus Standards | RI1, RL1, L2, W7RI3, RL9RI9 | RI4, W1, L3, SL3RI6, W6RI8, W8 |
| Recursive Standards | W4, L4W5, L5W10 | W4, L4W5, L5W10 |
| Key Learning | Authors manipulate facts in order to achieve their purpose. | Good arguments are supported with relevant and sufficient evidence. |
| Concepts | InferencesInterpretation of factsInteractionsWritingResearch | ViewpointWord choiceCounterargumentWriting |
| Duration | Nov. 26-Jan. 17 | Jan. 22- March 7 |
| District CA Window | #2 Jan. 9- Jan. 24 | #3 March 6- April 10 |
| Suggested Resources |  |  |  |  |
| Notes | CC Sample Task- RL9 Students *compare and contrast* Laurence Yep’s *fictional portrayal of* Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to *historical accounts of the same period* (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper *understanding* of *how authors use or alter historical sources* to create a sense of *time* and *place* as well as make fictional *characters* lifelike and real.  |  | CC Sample Task -RI4 Students *determine* the *figurative and connotative meanings* of *words* such as *wayfaring, laconic*, and *taciturnity* as well as of *phrases* such as *hold his peace* in John Steinbeck’s *Travels with Charley: In Search of America*. They *analyze* how Steinbeck’s *specific word choices* and diction impact the *meaning and tone* of his writing and the characterization of the individuals and places he describes.CC Sample Task- RI6 Students *determine* the *point of view* of John Adams in his “Letter on Thomas Jefferson” and *analyze how* he *distinguishes* his position *from* an alternative approach articulated by Thomas Jefferson. |  |

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|  | Unit 5: Communication | **Review** | Unit 6: Techniques of Poetry | **Review** |
| Focus Standards | RI4, SL1RI7, SL3 | RL4, L5, SL6RL5 |
| Recursive Standards | W4, L4W5, L5W10 | W4, L4W5, L5W10 |
| Key Learning | Author’s presentation of ideas is dependent upon his/her purpose. | Authors of poetry use different techniques, forms and structures to express their ideas. |
| Concepts | Word choicePresentation | StructuresFormsSound DevicesFigurative Language |
| Duration | March 11-March 22 | March 25-May 10 |
| District CA Window |  |  |
| Suggested Resources |  |  |  |  |
| Notes | CC Sample Task -RI4 Students *determine* the *figurative and connotative meanings* of *words* such as *wayfaring, laconic*, and *taciturnity* as well as of *phrases* such as *hold his peace* in John Steinbeck’s *Travels with Charley: In Search of America*. They *analyze* how Steinbeck’s *specific word choices* and diction impact the *meaning and tone* of his writing and the characterization of the individuals and places he describes. |  |  |  |

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|  | Unit 7: Drama | **Review** |
| Focus Standards | RL5, L5, SL6RL7 |
| Recursive Standards | W4, L4W5, L5W10 |
| Key Learning | Authors of drama use a variety of structures and forms to convey meaning. |
| Concepts | StructuresFormsMultimedia techniquesWord Study |
| Duration | May 13-June |
| District CA Window |  |
| Suggested Resources |  |  |
| Notes |  |  |