

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> Reading Process | | <ul style="list-style-type: none"> First 9 Weeks Weeks 1 & 2 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> How will improving fluency improve comprehension? What are different ways to learn new vocabulary, to help in all areas? | | <ul style="list-style-type: none"> Fluency Vocabulary Development Reading Comprehension | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Fluency (1.5) | 1.5.1 – Adjust reading rate based on purpose, text difficulty, form, and style. | LA.910.1.5.1 | How rate, expression, and repetition can help with comprehension and retention. | Fluency , Reading Rate, Purpose, Repetition, Expression, Tone |
| Vocabulary Development (1.6) | 1.6.1 – Use new vocabulary that is introduced and taught directly. | LA.910.1.6.1 | New words each week will build comprehension. | Vocabulary |
| | 1.6.2 – Listen to, read, and discuss familiar and conceptually challenging text. | LA.910.1.6.2 | Working with text that is not known or takes more effort, and then discussing in class, group, and one-on-one settings. | Discussion |
| | 1.6.3 – Use context clues to determine meanings of unfamiliar words. | LA.910.1.6.3 | Different strategies to figure out what a new word means within the text. | Context Clues , Definitions, Synonyms , Antonyms , Examples, Explanation, Experience, Knowledge of Subject |
| | 1.6.8 – Identify advanced word/phrase relationships and their meanings. | LA.910.1.6.8 | How words/phrases work together to help students understand the meanings of new words. | Words, Phrases |
| | 1.6.9 – Determine the correct meaning of words with multiple meanings. | LA.910.1.6.9 | Working with multiple meaning words so they can be used correctly. | Multiple meanings |

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| <p>Reading Comprehension (1.7)</p> | <p>1.7.2 – Analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.</p> | <p>LA.910.1.7.2</p> | <p>Figuring out why the author wrote a piece of text and what information is presented in the text.</p> | <p>Author’s Purpose, Author’s Perspective</p> |
| | <p>1.7.3 – Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.</p> | <p>LA.910.1.7.3</p> | <p>Finding the main idea within all pieces of text and supporting with details from the text.</p> | <p>Inferring, Paraphrasing, Summarizing, Relevant details, Facts</p> |
| | <p>1.7.4 – Identify cause-and-effect relationships in text.</p> | <p>LA.910.1.7.4</p> | <p>Finding cause and effect within texts.</p> | <p>Cause, Effect</p> |
| | <p>1.7.7. – Compare and contrast elements in multiple texts.</p> | <p>LA.910.1.7.7</p> | <p>Comparing and contrasting two or three texts on the same topic.</p> | <p>Compare, Contrast</p> |
| | <p>1.7.8 – Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to re-reading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> | <p>LA.910.1.7.8</p> | <p>Using reading strategies to try again when text is not understood.</p> | <p>Self-monitoring, Re-reading, Context Clues, Predicting, Note-Taking, Summarizing, Graphic Organizers</p> |

| UNIT/ORGANIZING PRINCIPLE: | | | Pacing: | |
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| <ul style="list-style-type: none"> • Reading Process • Literary Analysis | | | <ul style="list-style-type: none"> • First 9 Weeks • Weeks 3 & 4 | |
| Essential Question(s): | | | Big Idea: | |
| <ul style="list-style-type: none"> • How do the multiple ways to learn vocabulary influence comprehension? • How does fiction change perception of information? | | | <ul style="list-style-type: none"> • Vocabulary Development • Fiction | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Vocabulary Development (1.6) | 1.6.4 – Categorize key vocabulary and identify salient features. | LA.910.1.6.4 | Find the obvious vocabulary and context clues. | Salient Features |
| | 1.6.5 – Relate new vocabulary to familiar words. | LA.910.1.6.5 | Connect new words to those you already know. | Connect, Background Knowledge |
| | 1.6.6 – Distinguish denotative and connotative meanings of words. | LA.910.1.6.6 | Find the difference between positive and negative sounding words. | Denotative, Connotative |
| Fiction (2.1) | 1.6.7 – Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. | LA.910.1.6.7 | Use prefixes, suffixes, and root words to understand new words. | Prefixes, Suffixes, Root Words |
| | 2.1.2 – Analyze and compare a variety of traditional, classical, and contemporary literary works, and identify literary elements of each. | LA.910.2.1.2 | Find literary elements within different forms and periods of fictional writing. | Setting, Plot, Conflict, Characterization |
| | 2.1.3 – Explain how meaning is enhanced through various features of poetry, including sound, structure, and graphic elements. | LA.910.2.1.3 | Discuss and explain information within different pieces of poetry. | Poetry, Rhythm, Repetition, Alliteration, Consonance, Assonance, Meter, Rhyme Scheme, Line Length, Punctuation, Word Position |

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| <p>Fiction (2.1) (cont.)</p> | <p>2.1.10 – Select a variety of age and ability appropriate fiction materials to read based on knowledge of author’s styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> | <p>LA.910.2.10</p> | <p>Choose a fiction piece to read on your own and discuss its impact.</p> | <p>Style, Theme, Connect</p> |
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| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> Literary Analysis Information and Media Literacy | | <ul style="list-style-type: none"> First 9 Weeks Weeks 5, 6 & 7 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> What are the many different forms of non-fiction writing, and how do they apply to real-life situations? What are the areas within non-fiction writing? How can a non-fiction piece be taken apart to help with comprehension? | | <ul style="list-style-type: none"> Nonfiction Informative (Writing) Informational Text Technology | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Nonfiction (2.2) | 2.2.1 – Analyze and evaluate information from text features | LA.910.2.2.1 | Look at the different parts that make up the piece of non-fiction. | Transitional Devices, Table of Contents, Glossary, Index, Bold or Italicized Text, Headings, Charts and Graphs, Illustrations, Sub-Headings |
| | 2.2.2 – Use information from the text to answer questions or to state the main idea or provide relevant details. | LA.910.2.2.2 | Find the main idea and supporting details. | Main Idea, Supporting Details |
| | 2.2.3 – Organize information to show understanding or relationships among facts, ideas, and events. | LA.910.2.2.3 | Show relationships of facts, ideas, and events through multiple ways. | Relationships, Facts, Ideas, Events, Charting, Mapping, Paraphrasing, Summarizing, Comparing, Contrasting, Outlining |
| | 2.2.4 – Identify and analyze the characteristics of a variety of types of text. | LA.910.2.2.4 | Look at different types of non-fiction text and discuss. | References, Reports, Technical Manuals, Articles, Editorials, Primary Source Historical Documents, Periodicals, Job-Related Materials, Practical/Functional Text |

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| <p>Nonfiction (2.2) (cont.)</p> | <p>2.2.5 – Select a variety of age and ability non-fiction materials to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> | <p>LA.910.2.2.5</p> | <p>Choose a non-fiction piece to read on your own and discuss its impact.</p> | <p>Biographies, Topical Areas (Science, Music, Art, History, Sports), Current Events</p> |
| <p>Informative (Writing) (4.2)</p> | <p>4.2.1 – Write in a variety of informational/expository forms, including a variety of technical documents.</p> <p>4.2.5 – Write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances.</p> | <p>LA.910.4.2.1</p> <p>LA.910.4.2.5</p> | <p>Create a project/paper that informs or explains something.</p> <p>Create directions for someone going a trip, including a map with correct information.</p> | <p>How-To Manuals, Procedures, Assembly Directions</p> <p>Directions, Landmarks</p> |
| <p>Informational Text (6.1)</p> | <p>6.1.1 – Explain how text features aid the reader’s understanding.</p> <p>6.1.2 – Analyze the structure and format of functional workplace consumer or technical documents.</p> <p>6.1.3 – Use the knowledge to create a workplace, consumer, or technical document.</p> | <p>LA.910.6.1.1</p> <p>LA.910.6.2.2</p> <p>LA.910.6.2.3</p> | <p>How do graphics help make the text easier to understand.</p> <p>Look at and discuss how real-world documents are put together.</p> <p>Create a specific form of real-world document.</p> | <p>Charts, Maps, Diagrams, Sub-Headings, Captions, Illustrations, Graphs</p> <p>Diagrams, Graphics, Fonts</p> <p>Workplace, Consumer, Technical</p> <p>Digital Tools</p> |
| <p>Technology (6.4)</p> | <p>6.4.2 – Routinely use digital tools for publication, communication, and productivity.</p> | <p>LA.910.6.4.2</p> | <p>Create real-world documents on the computer.</p> | <p>Digital Tools</p> |

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| <ul style="list-style-type: none"> • Reading Process • Literary Analysis | | <ul style="list-style-type: none"> • First 9 Weeks • Weeks 8 & 9 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • How are text features used to enhance and explain selections? • What are the different ways to access background knowledge, and why is it beneficial? • How do selections overlap and connect to each other? | | <ul style="list-style-type: none"> • Reading Comprehension • Fiction | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Reading Comprehension (1.7) | 1.7.1 – Use background knowledge of subject and related content areas, pre-reading strategies, text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. | LA.910.1.7.1 | Use background knowledge to discuss content, purpose, and organization of a selection, with proof from multiple areas. | Preview, Discuss, Generate Questions, Author’s Purpose , Text Features, Text Structure, Reading Strategies |
| | 1.7.5 – Analyze a variety of text structures and text features and explain their impact on meaning in text. | LA.910.1.7.5 | Explain how elements within the text help the reader understand the information. | Comparison/Contrast, Cause/Effect , Chronological Order, Argument/Support, Lists, Main Headings with Sub-Headings |
| | 1.7.6 – Analyze and evaluate similar themes or topics by difference authors across a variety of fiction and nonfiction selections. | LA.910.1.7.6 | Read multiple pieces by the same author and find things that are the same within the pieces. | Theme , Fiction, Nonfiction |

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| <p>Fiction (2.1)</p> | <p>2.1.1 – Analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.</p> | <p>LA.910.2.1.1</p> | <p>Look at different types of literature, from different genres and periods of time, and find the theme and main idea.</p> | <p>Poetry, Fiction, Nonfiction, Short Story, Dramatic Literature, Essay</p> |
| | <p>2.1.4 – Identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.</p> | <p>LA.910.2.1.4</p> | <p>Find themes and symbols that are the same within multiple passages/stories and discuss.</p> | <p>Theme, Symbols</p> |
| | <p>2.1.5 – Analyze and develop an interpretation of a literary work by describing an author’s use of literary elements, and explain and analyze different elements of figurative language.</p> | <p>LA.910.2.1.5</p> | <p>Find examples of literary elements and figurative language, then discuss.</p> | <p>Theme, Point of View, Characterization, Setting, Plot, Simile, Metaphor, Personification, Hyperbole, Symbolism, Allusion, Imagery</p> |
| | <p>2.1.6 – Create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author’s use of literary elements, figurative language, and analyzing an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.</p> | <p>LA.910.2.1.6</p> | <p>Read two or more literary works and then analyze them for similarities and differences in multiple areas.</p> | <p>Historical, Archetypal, Social, Theme, Point of View, Characterization, Setting, Plot, Simile, Metaphor, Personification, Hyperbole, Symbolism, Allusion, Imagery, Foreshadowing, Flashback</p> |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> Information and Media Literacy | | <ul style="list-style-type: none"> Second 9 Weeks Week 1 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> What is the true research process? Why do we need to do it correctly? What are the many areas that research can be done in? | | <ul style="list-style-type: none"> Research Process Media Literacy Technology | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Research Process (6.2) | 6.2.1 – Select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria to assess appropriateness of resources. | LA.910.6.2.1 | Choose a topic, create a plan on how you will get information on the topic, and then decide what resources will work the best. | Objectivity, Freedom from Bias, Topic Format |
| | 6.2.2 – Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources to draw conclusions using a variety of techniques, and correctly use standardized citations. | LA.910.6.2.2 | Use more than one source to find information on your topic and prove that it is good and reliable information. Correctly cite the information being used in the paper. | Organize, Synthesize, Analyze, Evaluate, Validity, Reliability, Citations |
| | 6.2.3 – Write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas. | LA.910.6.2.3 | Write a report that has correct information, specifically data, facts, and ideas. | Data, Facts |
| | 6.2.4 – Understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. | LA.910.6.2.4 | Learn the laws when doing research, know the consequences, follow the correct way to use other people’s information. | Ethical Practices, Libel, Slander, Copyright, Plagiarism |

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| Media Literacy (6.3) | 6.3.1 – Distinguish between propaganda and ethical reasoning strategies in print and non-print media. | LA.910.6.3.1 | Find examples of propaganda and discuss the ethics involved. | Propaganda, Ethics |
| | 6.3.2 – Ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles. | LA.910.6.3.2 | Learn MLA and APA citation styles. | MLA, APA |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Writing Applications | | <ul style="list-style-type: none"> • Second 9 Weeks • Weeks 2, 3 & 4 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • How are the different forms of writing different? • How do the differences make a difference in the real world? • How does formatting them correctly change how they are perceived? | | <ul style="list-style-type: none"> • Creative Writing • Informative Writing • Persuasive Writing | | |
| Concepts/Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Creative Writing (4.1) | 4.1.1 – Write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description. | LA.910.4.1.1 | Write in a way that expresses feelings, settings, and literary devices. | Scenic Technique, Panoramic Technique, Allegory, Alliteration, Allusion, Analogy, Assonance, Climax, Foreshadowing, Hyperbole, Metaphor, Onomatopoeia, Personification, Pun, Simile, Five Senses |
| | 4.1.2 – Incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format. | LA.910.4.1.2 | Incorporate things in to writing to make it more enjoyable. | Clichés, Idioms, Simile, Metaphor, Personification, Alliteration, Onomatopoeia, Hyperbole, Emotions, Gestures, Rhythm, Dialogue, Characterization, Plot |
| Informative Writing (4.2) | 4.2.2 – Record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information. | LA.910.4.2.2 | Use multiple sources to write an essay/paper, and prove why they are good sources. | Multiple Sources, Validity, Reliability |

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| <p>Informative Writing (4.2) (cont.)</p> | <p>4.2.3 – Write informative/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes and effects, offer evidence supporting the validity of the proposed causes and effects, and include introductory, body, and concluding paragraphs.</p> <p>4.2.4 – Write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format.</p> <p>4.2.6 – Write a work-related document.</p> | <p>LA.910.4.2.3</p> <p>LA.910.4.2.4</p> <p>LA.910.4.2.6</p> | <p>Write an essay that shows cause and effect, and support your reasons.</p> <p>Write a business letter and/or memo that clearly state the required information.</p> <p>Write a work-related document.</p> | <p>Cause, Effect</p> <p>Block, Modified Block, Memo, Email, Business Letter</p> <p>Application, Resume, Meeting Minutes, Memo, Cover Letter, Letter of Application, Speaker Introduction, Letter of Recommendation</p> |
| <p>Persuasive Writing (4.3)</p> | <p>4.3.1 – Write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.</p> <p>4.3.2 – Include persuasive techniques.</p> | <p>LA.910.4.3.1</p> <p>LA.910.4.3.2</p> | <p>Write essays that can be used to persuade reader’s to agree with your opinion, support reasons.</p> <p>Persuade readers with the way that a piece is written.</p> | <p>Arguments</p> <p>Word Choice, Repetition, Emotional Appeal, Hyperbole, Appeal to Authority, Celebrity Endorsement, Rhetorical Questions, Irony, Symbols, Testimonials</p> |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Writing Process • Communication | | <ul style="list-style-type: none"> • Second 9 Weeks • Weeks 5, 6, & 7 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • What are the steps to follow when creating a presentation or paper? • Why is reliable research important? • Why must the steps be followed? | | <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing for Language Conventions • Publishing • Penmanship | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Prewriting (3.1) | 3.1.1 – Prewrite by generating ideas from multiple sources based upon teacher-directed topics and personal interests. | LA.910.3.1.1 | Use background knowledge to begin writing about assigned topics. | Multiple Sources, Background Knowledge |
| | 3.1.2 – Prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion. | LA.910.3.1.2 | Set up the purpose, audience, topic, order things will be discussed, and when pieces are to be completed. | Purpose, Sequence, Time Frame |
| | 3.1.3 – Prewrite by using organizational strategies and tools to develop a personal organizational style. | LA.910.3.1.3 | Use different strategies to find what works best for you when organizing your writing. | Technology, Spreadsheet, Outline, Chart, Table, Graph, Venn Diagram, Web, Story Map, Plot Pyramid |
| Drafting (3.2) | 3.2.1 – Draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and | LA.910.3.2.1 | Use multiple sources that will work with your audience and purpose for writing. | Multiple Sources, Purpose, Audience |

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| <p>Drafting (3.2) (cont.)</p> | <p>audience.</p> <p>3.2.2 – Draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.</p> <p>3.2.3 – Draft writing by analyzing language techniques of professional authors to establish a personal style, demonstrating a command of language with confidence of expression.</p> | <p>LA.910.3.2.2</p> <p>LA.910.3.2.3</p> | <p>Make sure writing moves in an order that makes sense and important.</p> <p>Find a writing style that you like and then make a writing style of your own, show you can use words correctly.</p> | <p>Organizational Pattern, Supporting Details, Relevant</p> <p>Figurative Language, Denotation, Connotation</p> |
| <p>Revising (3.3)</p> | <p>3.3.1 – Revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.</p> <p>3.3.2 – Revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.</p> <p>3.3.3 – Revise by creating precision and interest by elaborating ideas through supporting details, a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials.</p> <p>3.3.4 – Revise by applying appropriate tools or strategies to evaluate and refine the draft.</p> | <p>LA.910.3.3.1</p> <p>LA.910.3.3.2</p> <p>LA.910.3.3.3</p> <p>LA.910.3.3.4</p> | <p>Look over piece and fix errors in organization, voice, point of view, words, and sentences.</p> <p>Make sure your writing flows well, stays on the same theme/topic throughout the piece, and information goes together well.</p> <p>Give details that support your idea or topic, use different types of sentences, and make your writing enjoyable.</p> <p>Use different methods of proofing to make sure your work is correct.</p> | <p>Development Of Ideas And Content, Logical Organization, Voice, Point Of View, Word Choice, And Sentence Variation</p> <p>Theme</p> <p>Elaborate, Supporting Details, Facts, Statistics, Expert Opinions, Anecdotes, Dictionary Thesaurus</p> <p>Peer Review, Checklists, Rubrics, Teacher Feedback</p> |

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| Editing for Language Conventions (3.4) | 3.4.1 – Edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English. | LA.910.3.4.1 | Make sure that you are using the correct forms of words and know what they mean. | Patterns, Generalizations, Prefixes, Suffixes, Root Words , Greek Roots, Latin Roots, Foreign Words |
| | 3.4.2 – Edit for correct use of capitalization. | LA.910.3.4.2 | Using capital letters correctly. | Academic Courses, Proper Adjectives |
| | 3.4.3 – Edit for correct use of punctuation. | LA.910.3.4.3 | Using punctuation correctly. | Commas, Colons, Semicolons, Apostrophes, Dashes, Quotation Marks, Underling, Italics |
| | 3.4.4 – Edit for correct use of grammar and usage. | LA.910.3.4.4 | Using grammar correctly. | Possessives, Subject/Verb Agreement, Comparative/Superlative Adjectives and Adverbs, Noun/Pronoun Agreement |
| | 3.4.5 – Edit for correct use of sentence formation for effect. | LA.910.3.4.5 | Using multiple kinds of sentences. | Absolutes, Absolute Phrases, Infinitives, Infinitive Phrases, Fragments |
| Publishing (3.5) | 3.5.1 – Prepare writing using technology in a format appropriate to the purpose. | LA.910.3.5.1 | Use the correct technology for the type of report/presentation being created. | Display, Multimedia, Microsoft Office, Microsoft Word®, Microsoft PowerPoint®, Microsoft Excel® |
| | 3.5.2 – Include such techniques as principle of design and graphics. | LA.910.3.5.2 | Use the correct design and appropriate graphics within report/presentation. | Margins, Tabs, Spacing, Columns, Drawings, Charts, Graphs, Clip Art |

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| Publishing <i>(3.5)</i> (cont.) | 3.5.3 – Share with others or submit for publication. | LA.910.3.5.3 | Actually present creation to class; turn in creation. | Publication |
| Communication <i>(5.1)</i> | 5.1.1 – Use fluent and legible handwriting skills. | LA.910.5.1.1 | Make sure that your handwriting can be read without difficulty. | Legible |

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| <ul style="list-style-type: none"> • Communication • Information and Media Literacy | | <ul style="list-style-type: none"> • Second 9 Weeks • Week 8 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • What makes a good presentation? • How do you give a good presentation? | | <ul style="list-style-type: none"> • Listening and Speaking • Media Literacy • Technology | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Listening and Speaking (5.2) | 5.2.1 – Select and use appropriate listening strategies according to the intended purpose. | LA.910.5.2.1 | Listen to and participate in presentations in class and then give feedback. | Solving Problems, Interpreting and Evaluating the Techniques and Intent of a Presentation |
| | 5.2.2 – Research and organize information for oral communication appropriate for the occasion, audience, and purpose. | LA.910.5.2.2 | Do research and then present to the correct type of audience. | Class Discussions, Entertaining, Informative, Persuasive, Technical Presentations |
| | 5.2.3 – Use appropriate eye contact, body movements, voice register, and oral language choices for audience engagement in formal and informal speaking situations. | LA.910.5.2.3 | Be involved in your presentation. | Eye Contact, Body Movements, Voice Register, Oral Language |
| | 5.2.4 – Use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations. | LA.910.5.2.4 | Interact with the class when giving presentations. | Eye Contact, Body Movements, Voice Register, Audience Engagement |
| | 5.2.5 – Research and organize information that integrates appropriate media into presentations for oral communication. | LA.910.5.2.5 | Put together and give presentations that have some form of media. | Digital Presentations, Charts, Photos, Primary Sources, Webcasts, Video, Audio |

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| Media Literacy (6.3) | 6.3.3 – Demonstrate the ability to select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation. | LA.910.6.3.3 | Choose the correct form of information based on your purpose and audience. | Purpose, Audience, Formal Presentation |
| Technology (6.4) | 6.4.1 – Use appropriate available technologies to enhance communication and achieve a purpose. | LA.910.6.4.1 | Put pieces into your presentation that make it interesting and enjoyable. | Computer, Digital Cameras, Video Cameras, Sound, Images |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | | |
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| <ul style="list-style-type: none"> • Reading Process • Literary Analysis | | <ul style="list-style-type: none"> • Second 9 Weeks • Weeks 9 & 10 | | | |
| Essential Question(s): | | Big Idea: | | | |
| <ul style="list-style-type: none"> • How has the English language changed over time, and how does it affect how we speak today? | | <ul style="list-style-type: none"> • Vocabulary Development • Fiction | | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) | |
| Vocabulary Development (1.6) | 1.6.10 – Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools. | LA.910.1.6.10 | Use the dictionary, thesaurus, and computer to learn more about words you do or do not know. | Dictionary, Thesaurus, Digital Tools | |
| | 1.6.11 – Identify the meaning of words and phrases from other languages commonly used by writers of English. | LA.910.1.6.11 | Learn words from different languages. | | Spanish, French, Italian, German |
| Fiction (2.1) | 2.1.7 – Analyze, interpret, and evaluate an author’s use of descriptive language, figurative language, common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts. | LA.910.2.1.7 | Explain how the way an author uses different ways to give information helps the reader understand the information. | Tone, Irony, Mood, Imagery, Pun, Alliteration, Onomatopoeia, Allusion, Symbolism, Metaphor, Personification, Hyperbole | |
| | 2.1.8 – Explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written. | LA.910.2.1.8 | Explain how pieces of a story go along with the time period it was written in. | | Historical Period, Theme |
| | 2.1.9 – Identify, analyze, and compare the differences in English language patterns and vocabulary choices of | LA.910.2.1.9 | Read multiple pieces of contemporary and historical text and then see the similarities and | | English language across time |

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| | contemporary and historical texts. | | differences. | |
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| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Reading Process • Literary Analysis | | <ul style="list-style-type: none"> • Third 9 Weeks • Weeks 1 & 2 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • How are text features used to enhance and explain selections? • What are the different ways to access background knowledge, and why is it beneficial? • How do selections overlap and connect to each other? | | <ul style="list-style-type: none"> • Reading Comprehension • Fiction | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Reading Comprehension (1.7) | 1.7.1 – Use background knowledge of subject and related content areas, pre-reading strategies, text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. | LA.910.1.7.1 | Use background knowledge to discuss content, purpose, and organization of a selection, with proof from multiple areas. | Preview, Discuss, Generate Questions, Author’s Purpose , Text Features, Text Structure, Reading Strategies |
| | 1.7.5 – Analyze a variety of text structures and text features and explain their impact on meaning in text. | LA.910.1.7.5 | Explain how elements within the text help the reader understand the information. | Comparison/Contrast, Cause/Effect , Chronological Order, Argument/Support, Lists, Main Headings with Sub-Headings |
| | 1.7.6 – Analyze and evaluate similar themes or topics by difference authors across a variety of fiction and nonfiction selections. | LA.910.1.7.6 | Read multiple pieces by the same author and find things that are the same within the pieces. | Theme , Fiction, Nonfiction |
| Fiction (2.1) | 2.1.1 – Analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres and the literary devices unique to each, and analyze how they support and | LA.910.2.1.1 | Look at different types of literature, from different genres and periods of time, and find the theme and main idea. | Poetry, Fiction, Nonfiction, Short Story, Dramatic Literature, Essay |

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| <p>Fiction (2.1) (cont.)</p> | <p>enhance the theme and main ideas of the text.</p> <p>2.1.4 – Identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.</p> <p>2.1.5 – Analyze and develop an interpretation of a literary work by describing an author’s use of literary elements, and explain and analyze different elements of figurative language.</p> <p>2.1.6 – Create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author’s use of literary elements, figurative language, and analyzing an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.</p> | <p>LA.910.2.1.4</p> <p>LA.910.2.1.5</p> <p>LA.910.2.1.6</p> | <p>Find themes and symbols that are the same within multiple passages/stories and discuss.</p> <p>Find examples of literary elements and figurative language, then discuss.</p> <p>Read two or more literary works and then analyze them for similarities and differences in multiple areas.</p> | <p>Theme, Symbols</p> <p>Theme, Point of View, Characterization, Setting, Plot, Simile, Metaphor, Personification, Hyperbole, Symbolism, Allusion, Imagery</p> <p>Historical, Archetypal, Social, Theme, Point of View, Characterization, Setting, Plot, Simile, Metaphor, Personification, Hyperbole, Symbolism, Allusion, Imagery, Foreshadowing, Flashback</p> |
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| UNIT/ORGANIZING PRINCIPLE: | | | Pacing: | |
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| <ul style="list-style-type: none"> • Reading Process • Literary Analysis | | | <ul style="list-style-type: none"> • Third 9 Weeks • Weeks 3 & 4 | |
| Essential Question(s): | | | Big Idea: | |
| <ul style="list-style-type: none"> • How do the multiple ways to learn vocabulary influence comprehension? • How does fiction change perception of information? | | | <ul style="list-style-type: none"> • Vocabulary Development • Fiction | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Vocabulary Development (1.6) | 1.6.4 – Categorize key vocabulary and identify salient features. | LA.910.1.6.4 | Find the obvious vocabulary and context clues. | Salient Features |
| | 1.6.5 – Relate new vocabulary to familiar words. | LA.910.1.6.5 | Connect new words to those you already know. | Connect, Background Knowledge |
| | 1.6.6 – Distinguish denotative and connotative meanings of words. | LA.910.1.6.6 | Find the difference between positive and negative sounding words. | Denotative, Connotative |
| Fiction (2.1) | 1.6.7 – Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. | LA.910.1.6.7 | Use prefixes, suffixes, and root words to understand new words. | Prefixes, Suffixes, Root Words |
| | 2.1.2 – Analyze and compare a variety of traditional, classical, and contemporary literary works, and identify literary elements of each. | LA.910.2.1.2 | Find literary elements within different forms and periods of fictional writing. | Setting, Plot, Conflict, Characterization |
| | 2.1.3 – Explain how meaning is enhanced through various features of poetry, including sound, structure, and graphic elements. | LA.910.2.1.3 | Discuss and explain information within different pieces of poetry. | Poetry, Rhythm, Repetition, Alliteration, Consonance, Assonance, Meter, Rhyme Scheme, Line Length, Punctuation, Word Position |

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| <p>Fiction (2.1) (cont.)</p> | <p>2.1.10 – Select a variety of age and ability appropriate fiction materials to read based on knowledge of author’s styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> | <p>LA.910.2.10</p> | <p>Choose a fiction piece to read on your own and discuss its impact.</p> | <p>Style, Theme, Connect</p> |
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| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Reading Process | | <ul style="list-style-type: none"> • Third 9 Weeks • Weeks 5 & 6 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • How will improving fluency improve comprehension? • What are different ways to learn new vocabulary, to help in all areas? | | <ul style="list-style-type: none"> • Fluency • Vocabulary Development • Reading Comprehension | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Fluency <i>(1.5)</i> | 1.5.1 – Adjust reading rate based on purpose, text difficulty, form, and style. | LA.910.1.5.1 | How rate, expression, and repetition can help with comprehension and retention. | Fluency , Reading Rate, Purpose, Repetition, Expression, Tone |
| Vocabulary Development <i>(1.6)</i> | 1.6.1 – Use new vocabulary that is introduced and taught directly. | LA.910.1.6.1 | New words each week will build comprehension. | Vocabulary |
| | 1.6.2 – Listen to, read, and discuss familiar and conceptually challenging text. | LA.910.1.6.2 | Working with text that is not known or takes more effort, and then discussing in class, group, and one-on-one settings. | Discussion |
| | 1.6.3 – Use context clues to determine meanings of unfamiliar words. | LA.910.1.6.3 | Different strategies to figure out what a new word means within the text. | Context Clues , Definitions, Synonyms , Antonyms , Examples, Explanation, Experience, Knowledge of Subject |
| | 1.6.8 – Identify advanced word/phrase relationships and their meanings. | LA.910.1.6.8 | How words/phrases work together to help students understand the meanings of new words. | Words, Phrases |
| | 1.6.9 – Determine the correct meaning of words with multiple meanings. | LA.910.1.6.9 | Working with multiple meaning words so they can be used | Multiple meanings |

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| <p>Reading Comprehension (1.7)</p> | <p>1.7.2 – Analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.</p> | <p>LA.910.1.7.2</p> | <p>correctly.</p> <p>Figuring out why the author wrote a piece of text and what information is presented in the text.</p> | <p>Author’s Purpose, Author’s Perspective</p> |
| | <p>1.7.3 – Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.</p> | <p>LA.910.1.7.3</p> | <p>Finding the main idea within all pieces of text and supporting with details from the text.</p> | <p>Inferring, Paraphrasing, Summarizing, Relevant details, Facts</p> |
| | <p>1.7.4 – Identify cause-and-effect relationships in text.</p> | <p>LA.910.1.7.4</p> | <p>Finding cause and effect within texts.</p> | <p>Cause, Effect</p> |
| | <p>1.7.7. – Compare and contrast elements in multiple texts.</p> | <p>LA.910.1.7.7</p> | <p>Comparing and contrasting two or three texts on the same topic.</p> | <p>Compare, Contrast</p> |
| | <p>1.7.8 – Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to re-reading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> | <p>LA.910.1.7.8</p> | <p>Using reading strategies to try again when text is not understood.</p> | <p>Self-monitoring, Re-reading, Context Clues, Predicting, Note-Taking, Summarizing, Graphic Organizers</p> |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> Literary Analysis Information and Media Literacy | | <ul style="list-style-type: none"> Third 9 Weeks Weeks 7, 8 & 9 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> What are the many different forms of non-fiction writing, and how do they apply to real-life situations? What are the areas within non-fiction writing? How can a non-fiction piece be taken apart to help with comprehension? | | <ul style="list-style-type: none"> Nonfiction Informative (Writing) Informational Text Technology | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Nonfiction (2.2) | 2.2.1 – Analyze and evaluate information from text features | LA.910.2.2.1 | Look at the different parts that make up the piece of non-fiction. | Transitional Devices, Table of Contents, Glossary, Index, Bold or Italicized Text, Headings, Charts and Graphs, Illustrations, Sub-Headings |
| | 2.2.2 – Use information from the text to answer questions or to state the main idea or provide relevant details. | LA.910.2.2.2 | Find the main idea and supporting details. | Main Idea, Supporting Details |
| | 2.2.3 – Organize information to show understanding or relationships among facts, ideas, and events. | LA.910.2.2.3 | Show relationships of facts, ideas, and events through multiple ways. | Relationships, Facts, Ideas, Events, Charting, Mapping, Paraphrasing, Summarizing, Comparing, Contrasting, Outlining |
| | 2.2.4 – Identify and analyze the characteristics of a variety of types of text. | LA.910.2.2.4 | Look at different types of non-fiction text and discuss. | References, Reports, Technical Manuals, Articles, Editorials, Primary Source Historical Documents, Periodicals, Job-Related Materials, Practical/Functional Text |

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| <p>Nonfiction (2.2) (cont.)</p> | <p>2.2.5 – Select a variety of age and ability non-fiction materials to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> | <p>LA.910.2.2.5</p> | <p>Choose a non-fiction piece to read on your own and discuss its impact.</p> | <p>Biographies, Topical Areas (Science, Music, Art, History, Sports), Current Events</p> |
| <p>Informative (Writing) (4.2)</p> | <p>4.2.1 – Write in a variety of informational/expository forms, including a variety of technical documents.</p> <p>4.2.5 – Write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances.</p> | <p>LA.910.4.2.1</p> <p>LA.910.4.2.5</p> | <p>Create a project/paper that informs or explains something.</p> <p>Create directions for someone going a trip, including a map with correct information.</p> | <p>How-To Manuals, Procedures, Assembly Directions</p> <p>Directions, Landmarks</p> |
| <p>Informational Text (6.1)</p> <p>Technology (6.4)</p> | <p>6.1.1 – Explain how text features aid the reader’s understanding.</p> <p>6.1.2 – Analyze the structure and format of functional workplace consumer or technical documents.</p> <p>6.1.3 – Use the knowledge to create a workplace, consumer, or technical document.</p> <p>6.4.2 – Routinely use digital tools for publication, communication, and productivity.</p> | <p>LA.910.6.1.1</p> <p>LA.910.6.2.2</p> <p>LA.910.6.2.3</p> <p>LA.910.6.4.2</p> | <p>How do graphics help make the text easier to understand.</p> <p>Look at and discuss how real-world documents are put together.</p> <p>Create a specific form of real-world document.</p> <p>Create real-world documents on the computer.</p> | <p>Charts, Maps, Diagrams, Sub-Headings, Captions, Illustrations, Graphs</p> <p>Diagrams, Graphics, Fonts</p> <p>Workplace, Consumer, Technical</p> <p>Digital Tools</p> |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Reading Process • Literary Analysis | | <ul style="list-style-type: none"> • Fourth 9 Weeks • Week 1 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • How has the English language changed over time, and how does it affect how we speak today? | | <ul style="list-style-type: none"> • Vocabulary Development • Fiction | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Vocabulary Development (1.6) | 1.6.10 – Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools. | LA.910.1.6.10 | Use the dictionary, thesaurus, and computer to learn more about words you do or do not know. | Dictionary, Thesaurus, Digital Tools |
| | 1.6.11 – Identify the meaning of words and phrases from other languages commonly used by writers of English. | LA.910.1.6.11 | Learn words from different languages. | |
| Fiction (2.1) | 2.1.7 – Analyze, interpret, and evaluate an author’s use of descriptive language, figurative language, common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts. | LA.910.2.1.7 | Explain how the way an author uses different ways to give information helps the reader understand the information. | Tone, Irony, Mood, Imagery, Pun, Alliteration, Onomatopoeia, Allusion, Symbolism, Metaphor, Personification, Hyperbole |
| | 2.1.8 – Explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written. | LA.910.2.1.8 | Explain how pieces of a story go along with the time period it was written in. | |
| | 2.1.9 – Identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts. | LA.910.2.1.9 | Read multiple pieces of contemporary and historical text and then see the similarities and differences. | |
| | | | | Spanish, French, Italian, German |
| | | | | Historical Period, Theme |
| | | | | English language across time |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> Information and Media Literacy | | <ul style="list-style-type: none"> Fourth 9 Weeks Week 2 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> What is the true research process? Why do we need to do it correctly? What are the many areas that research can be done in? | | <ul style="list-style-type: none"> Research Process Media Literacy Technology | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Research Process (6.2) | 6.2.1 – Select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria to assess appropriateness of resources. | LA.910.6.2.1 | Choose a topic, create a plan on how you will get information on the topic, and then decide what resources will work the best. | Objectivity, Freedom from Bias, Topic Format |
| | 6.2.2 – Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources to draw conclusions using a variety of techniques, and correctly use standardized citations. | LA.910.6.2.2 | Use more than one source to find information on your topic and prove that it is good and reliable information. Correctly cite the information being used in the paper. | Organize, Synthesize, Analyze, Evaluate, Validity, Reliability, Citations |
| | 6.2.3 – Write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas. | LA.910.6.2.3 | Write a report that has correct information, specifically data, facts, and ideas. | Data, Facts |
| | 6.2.4 – Understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. | LA.910.6.2.4 | Learn the laws when doing research, know the consequences, follow the correct way to use other people’s information. | Ethical Practices, Libel, Slander, Copyright, Plagiarism |

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| Media Literacy (6.3) | 6.3.1 – Distinguish between propaganda and ethical reasoning strategies in print and non-print media. | LA.910.6.3.1 | Find examples of propaganda and discuss the ethics involved. | Propaganda, Ethics |
| | 6.3.2 – Ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles. | LA.910.6.3.2 | Learn MLA and APA citation styles. | MLA, APA |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Writing Applications | | <ul style="list-style-type: none"> • Fourth 9 Weeks • Weeks 3, 4 & 5 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • How are the different forms of writing different? • How do the differences make a difference in the real world? • How does formatting them correctly change how they are perceived? | | <ul style="list-style-type: none"> • Creative Writing • Informative Writing • Persuasive Writing | | |
| Concepts/Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Creative Writing (4.1) | 4.1.1 – Write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description. | LA.910.4.1.1 | Write in a way that expresses feelings, settings, and literary devices. | Scenic Technique, Panoramic Technique, Allegory, Alliteration, Allusion, Analogy, Assonance, Climax, Foreshadowing, Hyperbole, Metaphor, Onomatopoeia, Personification, Pun, Simile, Five Senses |
| | 4.1.2 – Incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format. | LA.910.4.1.2 | Incorporate things in to writing to make it more enjoyable. | Clichés, Idioms, Simile, Metaphor, Personification, Alliteration, Onomatopoeia, Hyperbole, Emotions, Gestures, Rhythm, Dialogue, Characterization, Plot |
| Informative Writing (4.2) | 4.2.2 – Record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information. | LA.910.4.2.2 | Use multiple sources to write an essay/paper, and prove why they are good sources. | Multiple Sources, Validity, Reliability |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
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| <ul style="list-style-type: none"> • Writing Process • Communication | | <ul style="list-style-type: none"> • Fourth 9 Weeks • Weeks 6, 7, & 8 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • What are the steps to follow when creating a presentation or paper? • Why is reliable research important? • Why must the steps be followed? | | <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing for Language Conventions • Publishing • Penmanship | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Prewriting (3.1) | 3.1.1 – Prewrite by generating ideas from multiple sources based upon teacher-directed topics and personal interests. | LA.910.3.1.1 | Use background knowledge to begin writing about assigned topics. | Multiple Sources, Background Knowledge |
| | 3.1.2 – Prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion. | LA.910.3.1.2 | Set up the purpose, audience, topic, order things will be discussed, and when pieces are to be completed. | Purpose, Sequence, Time Frame |
| | 3.1.3 – Prewrite by using organizational strategies and tools to develop a personal organizational style. | LA.910.3.1.3 | Use different strategies to find what works best for you when organizing your writing. | Technology, Spreadsheet, Outline, Chart, Table, Graph, Venn Diagram, Web, Story Map, Plot Pyramid |
| Drafting (3.2) | 3.2.1 – Draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience. | LA.910.3.2.1 | Use multiple sources that will work with your audience and purpose for writing. | Multiple Sources, Purpose, Audience |

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| Drafting (3.2) (cont.) | 3.2.2 – Draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant. | LA.910.3.2.2 | Make sure writing moves in an order that makes sense and important. | Organizational Pattern, Supporting Details, Relevant |
| | 3.2.3 – Draft writing by analyzing language techniques of professional authors to establish a personal style, demonstrating a command of language with confidence of expression. | LA.910.3.2.3 | Find a writing style that you like and then make a writing style of your own, show you can use words correctly. | Figurative Language, Denotation, Connotation |
| Revising (3.3) | 3.3.1 – Revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. | LA.910.3.3.1 | Look over piece and fix errors in organization, voice, point of view, words, and sentences. | Development Of Ideas And Content, Logical Organization, Voice, Point Of View, Word Choice, And Sentence Variation |
| | 3.3.2 – Revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas. | LA.910.3.3.2 | Make sure your writing flows well, stays on the same theme/topic throughout the piece, and information goes together well. | Theme |
| | 3.3.3 – Revise by creating precision and interest by elaborating ideas through supporting details, a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials. | LA.910.3.3.3 | Give details that support your idea or topic, use different types of sentences, and make your writing enjoyable. | Elaborate, Supporting Details , Facts, Statistics, Expert Opinions, Anecdotes, Dictionary Thesaurus |
| | 3.3.4 – Revise by applying appropriate tools or strategies to evaluate and refine the draft. | LA.910.3.3.4 | Use different methods of proofing to make sure your work is correct. | Peer Review, Checklists, Rubrics, Teacher Feedback |

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| <p>Editing for Language Conventions (3.4)</p> | <p>3.4.1 – Edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English.</p> | <p>LA.910.3.4.1</p> | <p>Make sure that you are using the correct forms of words and know what they mean.</p> | <p>Patterns, Generalizations, Prefixes, Suffixes, Root Words, Greek Roots, Latin Roots, Foreign Words</p> |
| | <p>3.4.2 – Edit for correct use of capitalization.</p> | <p>LA.910.3.4.2</p> | <p>Using capital letters correctly.</p> | <p>Academic Courses, Proper Adjectives</p> |
| | <p>3.4.3 – Edit for correct use of punctuation.</p> | <p>LA.910.3.4.3</p> | <p>Using punctuation correctly.</p> | <p>Commas, Colons, Semicolons, Apostrophes, Dashes, Quotation Marks, Underling, Italics</p> |
| | <p>3.4.4 – Edit for correct use of grammar and usage.</p> | <p>LA.910.3.4.4</p> | <p>Using grammar correctly.</p> | <p>Possessives, Subject/Verb Agreement, Comparative/Superlative Adjectives and Adverbs, Noun/Pronoun Agreement</p> |
| | <p>3.4.5 – Edit for correct use of sentence formation for effect.</p> | <p>LA.910.3.4.5</p> | <p>Using multiple kinds of sentences.</p> | <p>Absolutes, Absolute Phrases, Infinitives, Infinitive Phrases, Fragments</p> |
| <p>Publishing (3.5)</p> | <p>3.5.1 – Prepare writing using technology in a format appropriate to the purpose.</p> | <p>LA.910.3.5.1</p> | <p>Use the correct technology for the type of report/presentation being created.</p> | <p>Display, Multimedia, Microsoft Office, Microsoft Word®, Microsoft PowerPoint®, Microsoft Excel®</p> |
| | <p>3.5.2 – Include such techniques as principle of design and graphics.</p> | <p>LA.910.3.5.2</p> | <p>Use the correct design and appropriate graphics within report/presentation.</p> | <p>Margins, Tabs, Spacing, Columns, Drawings, Charts, Graphs, Clip Art</p> |

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| <p>Publishing (3.5) (cont.)</p> | <p>3.5.3 – Share with others or submit for publication.</p> | <p>LA.910.3.5.3</p> | <p>Actually present creation to class; turn in creation.</p> | <p>Publication</p> |
| <p>Communication (5.1)</p> | <p>5.1.1 – Use fluent and legible handwriting skills.</p> | <p>LA.910.5.1.1</p> | <p>Make sure that your handwriting can be read without difficulty.</p> | <p>Legible</p> |

| UNIT/ORGANIZING PRINCIPLE: | | Pacing: | | |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • Communication • Information and Media Literacy | | <ul style="list-style-type: none"> • Fourth 9 Weeks • Week 9 | | |
| Essential Question(s): | | Big Idea: | | |
| <ul style="list-style-type: none"> • What makes a good presentation? • How do you give a good presentation? | | <ul style="list-style-type: none"> • Listening and Speaking • Media Literacy • Technology | | |
| Concepts/ Content | Learning Targets | Benchmarks | Essential Content & Understanding | Key Terminology (bold print priority items) |
| Listening and Speaking (5.2) | 5.2.1 – Select and use appropriate listening strategies according to the intended purpose. | LA.910.5.2.1 | Listen to and participate in presentations in class and then give feedback. | Solving Problems, Interpreting and Evaluating the Techniques and Intent of a Presentation |
| | 5.2.2 – Research and organize information for oral communication appropriate for the occasion, audience, and purpose. | LA.910.5.2.2 | Do research and then present to the correct type of audience. | Class Discussions, Entertaining, Informative, Persuasive, Technical Presentations |
| | 5.2.3 – Use appropriate eye contact, body movements, voice register, and oral language choices for audience engagement in formal and informal speaking situations. | LA.910.5.2.3 | Be involved in your presentation. | Eye Contact, Body Movements, Voice Register, Oral Language |
| | 5.2.4 – Use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations. | LA.910.5.2.4 | Interact with the class when giving presentations. | Eye Contact, Body Movements, Voice Register, Audience Engagement |
| | 5.2.5 – Research and organize information that integrates appropriate media into presentations for oral communication. | LA.910.5.2.5 | Put together and give presentations that have some form of media. | Digital Presentations, Charts, Photos, Primary Sources, Webcasts, Video, Audio |

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| <p>Media Literacy (6.3)</p> | <p>6.3.3 – Demonstrate the ability to select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation.</p> | <p>LA.910.6.3.3</p> | <p>Choose the correct form of information based on your purpose and audience.</p> | <p>Purpose, Audience, Formal Presentation</p> |
| <p>Technology (6.4)</p> | <p>6.4.1 – Use appropriate available technologies to enhance communication and achieve a purpose.</p> | <p>LA.910.6.4.1</p> | <p>Put pieces into your presentation that make it interesting and enjoyable.</p> | <p>Computer, Digital Cameras, Video Cameras, Sound, Images</p> |