

Time Frame	Unit	Standards
Week 1	Launching The Reading and Writing Workshop	<p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Week 2	Preparation for Writing	<p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

<p>Weeks 3-4</p>	<p>Paraphrasing and Textual Evidence</p>	<p>CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>
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<p>Weeks 5-6</p>	<p>Theme, Plot, Reading Concepts, Literary Terms</p>	<p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p>Week 7</p>	<p>Introduction to Shakespeare and the Elizabethan Era</p>	<p>CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Weeks 8-12</p>	<p>Romeo and Juliet</p>	<p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work. CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>
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<p>Weeks 13-14</p>	<p>Paraphrasing Shakespeare/Acting</p>	<p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</p>
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<p>Weeks 15-17</p>	<p>Formal Writing</p>	<p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-LITERACY.L.9-10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,</p>
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<p>Weeks 18-20</p>	<p>Narrative Writing</p>	<p>CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should</p>
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<p>Weeks 21-23</p>	<p>Letter Writing (Persuasive and Argumentative writing)</p>	<p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>
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CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCSS.ELA-LITERACY.RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCSS.ELA-LITERACY.RI.9-10.7**

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **CCSS.ELA-LITERACY.RI.9-10.10**

CCSS.ELA-LITERACY.RI.9-10.10**Weeks 24-28**

Elie Wiesel's
Night/Holocaust

By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-

CCSS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **CCSS.ELA-LITERACY.L.9-10.3**

Week 29

Non-fiction,
historical Speeches

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCSS.ELA-LITERACY.RL.9-10.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Week 30

Short Stories

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CCSS.ELA-LITERACY.SL.9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CCSS.ELA-LITERACY.SL.9-10.6**

10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.) **CCSS.ELA-**

LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCSS.ELA-LITERACY.RL.9-10.5**

Week 31

Book Talks/Gallery
Walks

Week 32

Final Exams

Application of various Standards from ELA Common Core.

Evidence of Understanding	Assessment
<p>Students will be aware of expectations for the Reading portion of the workshop, as well as the writing portion. Students will choose own novels.</p>	<p>Questions from teacher in order to analyze understanding; contract signing; assessed by teacher on reading progress;</p>
<p>Students will understand for whom they are writing, audience, genres of writing, Using citation, grammar and usage. Students will continue reading novels.</p>	<p>Students will be utilizing writing in their Book of Awesome everyday which will be assessed by the teacher; drafting; graphic organizers; Entrance and Exit Slips; Novel Assessments</p>

<p>Students will be able to summarize short stories, portions of text from a novel, and informational text.</p> <p>Students will be able to paraphrase various lengths of informational text.</p> <p>Students will be able to provide textual evidence in order to support ideas within their writing. Students will also use dictionaries and thesauruses when necessary. Independent reading.</p>	<p>Students will write daily within their the Book of Awesome in order to practice writing;teacher-led questioning; self-evaluation; peer editing; drafting;Assessment on paraphrasing and textual evidence</p>
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<p>I can work collaboratively in order to discover the meaning and definition of a new word in text; I can understand theme in a literary text; I can examine close-reading techniques; I can understand various literary terms necessary for story analysis and comprehension of reading. I can provide evidence of theme from a literary work. Independent reading.</p>	<p>Novel Assessments; Project-based Assessment; Post-it activity; Teacher-led discussion; Identifying theme and literary terms (test)</p>
<p>Students will understand vocabulary associated with the English Renaissance and William Shakespeare; I can show an understanding of the time period, Globe Theatre, Shakespeare's life, British history, and literature; Students will understand how to read Shakespeare's syntax. Students will continue to read independently.</p>	<p>Entrance and exit slips regarding the English Renaissance and Elizabethan period; Class discussion; Assessment on Elizabethan England;</p>

<p>Students will show an understanding of the time period/Italy of Romeo and Juliet; Students will begin reading the play of Romeo and Juliet; Students will discuss plot, theme, characterization, symbolism, etc. Students will continue reading independently from their own novels.</p>	<p>Entrance and exit slips regarding the English Renaissance and Elizabethan period; Class discussion; Assessments on Acts of the play; theme, plot, literary concepts of british literature; Application of literary terms within a play; Showing evidence of how specific literary terms are used; Project-based assessments regarding characterization, plot, and theme. Comparing and contrasting through writing.</p>
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<p>Students will understand how to paraphrase Shakespeare's language and adapt the play into modern English from Early Modern English; Students will show understanding of the characters, themes, and events from the play by performing for peers within the classroom. Students will continue reading their independent novels.</p>	<p>Classroom discussion; prompted questions; Entrance and Exit slips; summarization; Acting</p>
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<p>Students will be able to write effectively using proper writing techniques, mechanics, and grammar to write an informative/explanatory text.</p>	<p>Drafting; Editing; Peer-editing; Revisions; Entrance slips of introductions and conclusions; Final Draft; Publication of work</p>
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<p>Students will understand Narrative Writing; Students will use proper grammar, mechanics, and writing techniques for a narrative which include, but is not limited to: Characterization, dialogue, imagery, description, and other literary concepts.</p>	<p>Drafting; Editing; Peer-revision; Final Draft; Publication of work</p>
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<p>Students will understand formal letter writing; Students will understand the concepts of persuasively convincing a recipient of a letter, as well as arguing a point.</p>	<p>Drafting; Proof-reading; Revising; Peer-editing; Letter publication; Novel Assessments</p>
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I can understand the time period of the Holocaust, details, and images associated with WWII. I can understand new vocabulary. I can read non-fiction texts. I can read a memoir and understand the life and times of an author. I can determine the difference between theme, motif, and symbol. I can read silently and independently from my chosen novel.

Entrance and Exit Slips; Class discussion; KWL activity; Vocabulary Activities; Tests on Night; project-based assessments; vocabulary test. Activities on Theme, motif, and symbol. Comparing and Contrasting two works by one author.

I can understand formal rhetoric of historical speeches; I can analyze/compare and contrast formal speeches from history; Students will continue reading their independently chosen novels.

Class Discussion; Entrance and Exit slips; Compare and Contrast essay; Novel Assessments

I can understand literary fiction in a short story format; I can understand and examine uses of literary terms, plot, theme, characterization, symbol, and motif. I can read silently and independently.

Class Discussion; Reading aloud; Entrance and Exit Slips; Collaborative group work; Assessments regarding literary terms, evidence from a story, and Novel Assessments. Project-based learning.

I can present information of a novel to the class; I can understand the collective aspects of a novel, make connections to the real world and life, as well as predictions for a film adaptation. I can present my ideas in the form of a presentation.

Students will brain-storm and work collaboratively to share ideas.
Students will present collective aspects of their favorite novel they have read this year.

I can apply what I have learned regarding literature, literary non-fiction, informative text, textual evidence, poetry, reading comprehension, writing, comparing and contrasting, formality, and literary terms.

Comprehensive Final Exams