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Duration: September/Week 1 - September/Week 4	
UNIT NAME: Unit 1: Building the Reading Life – The First 20 Days of the Workshop (PK-8 Reader/9-12 Literacy)	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Being able to read determines your future - Practice makes permanent - Readers show respect for other readers by not interrupting the teacher and using whisper voices (inside voice, 6-inch voice) - Readers read from left to right and from top to bottom - Readers share with partners in a variety of ways - Readers share books with partners to grow their reading lives; sitting hip to hip with a book in the middle - Readers are thinkers - Reader's notebook is a powerful tool that can help organize your thinking - Determining central ideas and themes of a text deepens our understanding of the text - Readers can reread a book to find something they didn't notice or think about 	<p>Concepts:</p> <ul style="list-style-type: none"> - Questioning the text before, during and after reading - Relationships between illustrations and the story/text - Text types and structures - Character traits/attributes - Relationship or interaction of text elements - Central message, theme, lesson and moral in the text - Comparing and contrast text and specific aspects of text - Point of view of author, narrator and characters <p>Skills:</p> <ul style="list-style-type: none"> - Asking and answering text-based question, with or without prompting explicitly - Analyze the relationships between illustrations and story/text to describe (K-1),

<ul style="list-style-type: none"> - Readers, like writers, make movies as we read - Readers respond to reading with writing (coding/annotation with stickies) - Readers are curious about words and try to always understand what words and phrases mean <p>Essential Questions:</p> <ul style="list-style-type: none"> - What do I do when I do not understand what I read? (CCR.R.1) - What strategies do we use to understand what I read? - What does reading this text have to do with me? (CCR.R.2) - How do we determine central idea or theme of a text? - How do characters in a story respond to major events and challenges? (CCR.R.3) - What makes words powerful? (CCR.R.4) - What makes one book different from another? (CCR.R.5) - How does text structure shape meaning? Is it effective? Was the author effective? - How do efficient readers find and utilize text features? How would you evaluate or analyze its effectiveness? - What types of books do you tend to read? <p>Of the books you've read, which are your favorites?</p> <ul style="list-style-type: none"> - What genres do you tend to shy away from? - How can you describe your reading volume and reading rate? - Which books have changed you some way? What about these books changed you? What was their message? - What are your reading strengths? Challenges? 	<p>Explain (2), Use information (3), Interpret information (4) synthesize to solve a problem (5)</p> <ul style="list-style-type: none"> - Analyze similarities and differences of text types and structures to recognize (K), Explain (1), describe (2), refer to text parts (3), explain major differences (4-5) - Analyze characters to identify (K), describe elements (1), describe character interaction (2) describe motivation and contributions to text (3), describe depth of with explicit detail (4), compare and contrast two or more with explicit detail (5) - Evaluate text(s) for relationships or interactions between events, ideas, concepts, and individuals to describe (K-3), explain (4-5) using information from the text - Determine point of view in order to identify (K-1), acknowledge differences of (2), distinguish personal - POV from characters (3), compare and contrast, describe narrators POV
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Duration: October/Week 5 - October/Week 8

UNIT NAME: Unit 2: Exploring Literary Elements of Literature and the Short Story

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - When we read, we should identify elements of literature and work to understand how they come together to make meaning. - Effective writing requires attention to specific techniques. - Coming to class prepared for participating in discussions and respecting the ideas of others builds a strong community of readers and writers. - Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose. - Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration 	<p>Concepts:</p> <ul style="list-style-type: none"> - Theme or central idea of a text - Development of a theme or central idea over the *course of a text <ul style="list-style-type: none"> *how it emerges *how it is shaped and refined by specific details - Objective summary of the text - Narratives to develop real or imagined experiences or events using <ul style="list-style-type: none"> *effective technique

amplifies each individual's contributions and leads to new and unique understandings and solutions.

Essential Questions:

- What are the elements of fiction? How do they help us make meaning of literature?
- What are the structures of narrative writing, and how can I employ them?
- How do I become part of a community of readers and writers? What rules and routines should we adopt in this classroom?

- *well-chosen details
- *well-structured event sequences

- How to engage in collaborative discussions
 - *one-on-one
 - *in groups
 - *teacher-ledwith diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively
- How to come to discussions prepared, having read and researched material under study
- How to prepare for discussions explicitly by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- How to determine the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies

- How to use context as a clue to the meaning of a word or phrase

Skills:

- Determine theme or central idea
- Analyze (in detail)
- Provide an objective summary of the text
- Write narratives with developed real or imagined experiences or events using effective techniques, details and structured sequenced events
- Initiate discussions with peers, teachers or groups building on ideas and expressing personal ideas
- Participate in discussions propelling the conversation
- Determine/Clarify
- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax,

	<p>falling action, resolution/denouement) in short stories.</p> <ul style="list-style-type: none"> - Understand and explain why plots in short stories usually focus on a single event. - Analyze how authors create the setting in a short story. - Define the concept of theme and identify the theme(s) in stories read; Determine the theme - Identify and explain characterization techniques in short stories. - Identify and explain the use of figurative language in short stories. - Analyze how authors create tone in short stories. - Identify the point of view in a short story and analyze how point of view affects the reader’s interpretation of the story. - Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion. - Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.
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Duration: November/Week 9 - November/Week 12

UNIT NAME: Unit 3: Exploring Elements of Literary Nonfiction – Reflection (The Memoir, The Essay, and the Speech)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - An observant eye requires a critical, inquiring mind - Good writers focus on those details and images that clarify the main ideas or discoveries. - Discovery often depends on the contrast between the reality and the writer’s expectations. - Write from a distinct point of view. Good writers assume distinct roles; in turn, perspective helps clarify what they observe. A lover and a botanist, for example, see entirely different things in the same red rose. What is seen depends on who is doing the seeing. <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> - How to determine a central idea of a text and analyze its development over the course of the text - How to determine the meaning of words and phrases in the text; figurative and connotative meanings; analyze the cumulative impact of several word choices - How to analyze how the author unfolds an analysis or series of ideas or events - How to analyze seminal U.S. documents of historical and literary significance; how they address related themes and concepts. - How to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences - Meaning of unknown and multiple-meaning words and phrases - How to effectively participate in a range of collaborative discussions

<ul style="list-style-type: none"> - How do good readers form opinions on reading? -How can I share my opinions of a text? - Does human experience affect literature or does literature affect human experience? - Why do people read? What do you get out of reading? - What strategies do we use to understand what we read? - What is a theme or central idea? Why is it important to understand themes or central ideas in a story? - How do literary devices engage the reader? - What are some ways I can support my opinion? - Why do writer’s write that they write? - What shapes the content and style of a text? - What does it mean to be clear and coherent? - -What elements do I need to address in order to produce clear and coherent writing? - What does it mean to be an objective reader and writer? 	<ul style="list-style-type: none"> - How to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. - How to use context as a clue to the meaning of a word or phrase - Digital media <p>Skills:</p> <ul style="list-style-type: none"> - Identify and explain the characteristics of a memoir. - Distinguish between an autobiography and a memoir. - Identify and explain the effect of stylistic devices used in memoirs. Identify and explain the characteristics of various types of essays (e.g., literary and narrative). - Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors. - Apply rhetorical strategies learned in this lesson to essay writing projects of their own. - Use digital media in presentations - Clarify unknown words and phrases using context - Evaluate the speakers point of view
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Duration: December/Week 13 - January/Week 18

UNIT NAME: Unit 4: Honor and the Novel - Shaping, Developing, and Supporting Meaning by Understanding Ourselves and Others

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message. <p>Essential Questions:</p> <ul style="list-style-type: none"> - Is honor inherent or bestowed? - How do good readers form opinions on reading? - -How can I share my opinions of a text? - Does human experience affect literature or does literature affect human experience? - Why do people read? What do you get out of reading? - What strategies do we use to understand what we read? - What is a theme or central idea? Why is it important to understand themes or central ideas in a story? - How do literary devices engage the reader? - What are some ways I can support my opinion? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Conventions of Standard English capitalization, punctuation, and spelling when writing - Narrative Writing - Informative/Explanatory Text - How to present information findings, and supporting evidence clearly, concisely - How to propel conversations by posing and responding to questions that relate to current discussion to broader themes and larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions <p>Skills:</p> <ul style="list-style-type: none"> - Learn about the history of the novel as a literary form. - Recognize the importance of historical context to the appreciation of setting and character. Identify and analyze major and minor characters. - Analyze and explain characterization techniques for major and minor characters.

<ul style="list-style-type: none"> - Why do writer's write that they write? - What shapes the content and style of a text? - What does it mean to be clear and coherent? - -What elements do I need to address in order to produce clear and coherent writing? - What does it mean to be an objective reader and writer? 	<ul style="list-style-type: none"> - Explain that novels may have more than one plot and explain the use of multiple plots (e.g., in <i>To Kill a Mockingbird</i>). - Recognize the importance of point of view in a novel and why it wouldn't be the same story told from someone else's point of view.
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Duration: January/Week 19 - February/Week 24

UNIT NAME: Unit 5: Drama - Fate

Big Ideas/Essential Questions

Big Ideas:

- Identify and explain the elements of drama in general, and in Greek drama in particular (see Terminology section).
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Understand Aristotle's definitions of comedy and tragedy and explain how the other works studied exemplify the term tragedy.
- Analyze the playwrights' use of irony.

Essential Questions:

- Are we governed by fate or free will?
- How do good readers form opinions on reading? - -How can I share my opinions of a text?
- Does human experience affect literature or does literature affect human experience?
- Why do people read? What do you get out of reading?
- What strategies do we use to understand what we read?
- What is a theme or central idea? Why is it important to understand themes or central ideas in a story?
- How do literary devices engage the reader?
- What are some ways I can support my opinion?
- Why do writer's write that they write?
- What shapes the content and style of a text?
- What does it mean to be clear and coherent? - -What elements do I need to address in order to produce clear and coherent writing?
- What does it mean to be an objective reader and writer?

Concepts/Skills

Concepts:

- How to Analyze how complex characters
- How to Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time
- How to Analyze how an author draws on and transforms source material in a specific work
- How to Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- How to Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;
- How to identify false statements and fallacious reasoning Argumentative writing to support claims in an analysis of substantive topics or texts
- How to use valid reasoning and relevant and sufficient evidence
- How to introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
- How to 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.
- How to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
- How to propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
- Know general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;
- How to be independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Conventions of Standard English grammar and usage when writing or speaking.

	<p>Skills:</p> <ul style="list-style-type: none"> - Identify and explain the elements of drama in general, and in Greek drama in particular (see Terminology section). - Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them. - Trace the development of major and minor characters and explain how characterization advances the plot or theme. - Understand Aristotle's definitions of comedy and tragedy and explain how the other works studied exemplify the term tragedy. - Analyze the playwrights' use of irony.
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Duration: February/Week 25 - March/Week 29

UNIT NAME: Unit 6: Epic Poetry - Heroism

Big Ideas/Essential Questions

Concepts/Skills

<p>Big Ideas:</p> <ul style="list-style-type: none"> - Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do good readers form opinions on reading? - -How can I share my opinions of a text? - Does human experience affect literature or does literature affect human experience? - Why do people read? What do you get out of reading? - What strategies do we use to understand what we read? - What is a theme or central idea? Why is it important to understand themes or central ideas in a story? - How do literary devices engage the reader? - What are some ways I can support my opinion? - Why do writer's write that they write? - What shapes the content and style of a text? - What does it mean to be clear and coherent? - -What elements do I need to address in order to produce clear and coherent writing? - What does it mean to be an objective reader and writer? 	<p>Concepts:</p> <ul style="list-style-type: none"> - How to determine a theme or central idea of a text and analyze in detail its development over the course of the text - How to analyze how complex characters - How to 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. - How to analyze various accounts of a subject in different mediums - How to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately - How to 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. - How to 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 - How to provide a concluding statement or section that follows from and supports the information or explanation presented - How to draw evidence from literary or informational texts to support analysis, reflection, and research - Conventions of Standard English grammar and usage
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	<p>Skills:</p> <ul style="list-style-type: none"> - Identify and explain the elements of an epic poem. - Identify and explain the characteristics of an epic hero. - Analyze the relationship between myths or legends and epic poetry. - Examine the historical context of literary works. - Compare and contrast how related themes may be treated in different genres (here, epic poetry and contemporary nonfiction). - Hone effective listening skills during oral presentations and class discussions.
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Duration: April/Week 30 - May/Week 36

UNIT NAME: Unit 7: Extending Ideas and Presenting Meaning

Big Ideas/Essential Questions

Concepts/Skills

Big Ideas:

Essential Questions:

- How do good readers form opinions on reading? -How can I share my opinions of a text?
- Does human experience affect literature or does literature affect human experience?
- Why do people read? What do you get out of reading?
- What strategies do we use to understand what we read?
- What is a theme or central idea? Why is it important to understand themes or central ideas in a story?
- How do literary devices engage the reader?
- What are some ways I can support my opinion?
- Why do writer's write that they write?
- What shapes the content and style of a text?
- What does it mean to be clear and coherent? -What elements do I need to address in order to produce clear and coherent writing?
- What does it mean to be an objective reader and writer?

Concepts:

Skills: