September
“St. Lucy’s Home for Girls Raised by Wolves” - Karen Russell

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words

October
Letters to a Young Poet – Rainer Maria Rilke
Black Swan Green – David Mitchell

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about texts
- Determine meanings of unknown vocabulary
- Independently preview text in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text

November
Romeo and Juliet – William Shakespeare

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize content from the text to support analysis in writing
- Analyze an author’s craft

December
Romeo and Juliet – William Shakespeare

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize content from the text to support analysis in writing
- Analyze an author’s craft

End of Unit Review and Assessment

January

- Review skills from Module 1
- Reading comprehension, essay organization, summaries, text-based evidence, central idea, and vocabulary

Midterm Assessment

English 9 Common Core Standards:

| RL.9-10.1 | L.9-10.1 |
| RL.9-10.2 | L.9-10.2 |
| RL.9-10.3 | L.9-10.3.a |
| RL.9-10.4 | L.9-10.4.a-d |
| RL.9-10.5 | L.9-10.5.a, b |
| RL.9-10.6 | |
| W.9-10.1.a-e | RL.9-10.1.a |
| W.9-10.2.a-f | RL.9-10.2 |
| W.9-10.4 | RL.9-10.3 |
| W.9-10.5 | RL.9-10.4 |
| W.9-10.6 | RL.9-10.5 |
| W.9-10.7 | RL.9-10.6 |
| W.9-10.8 | RL.9-10.7 |
| W.9-10.9 | RL.9-10.8 |
| W.9-10.11 | |
| SL.9-10.1.a-d | CCRA.R.6 |
| SL.9-10.2 | CCRA.R.9 |
| SL.9-10.4 | |
| SL.9-10.6 | |

February
“The Tell-Tale Heart” – Edgar Allen Poe
“I felt a Funeral, in my Brain” – Emily Dickinson

- Utilizing skills from previous lessons as well as adding:
  - Make claims about and across texts using specific textual evidence
  - Use vocabulary strategies to define unknown words
  - Paraphrase and quote relevant evidence from texts
  - Independently preview texts in preparation for supported analysis
  - Write informative texts to convey complex ideas

March
Oedipus the King – Sophocles

- Utilizing skills from previous lessons as well as adding:
  - Provide an objective summary of a text
  - Collect and organize evidence from texts to support analysis in writing
  - Organize evidence to plan around writing
  - Create connections between key details to form a claim
  - Write informative texts to examine and convey complex ideas
  - Critique one’s own writing
  - Revise writing

April
“True Crime: The roots of an American obsession” – Walter Mosley
“How Bernard Madoff Did It” – Liaquat Ahamed
The Wizard of Lies: Bernie Madoff and the Death of Trust – Diana Henriques

- Utilizing skills from previous lessons as well as adding:
  - Make evidence-based claims
  - Create connections between key details to form a claim
  - Write informative texts to examine and convey complex ideas
  - Critique one’s own writing and peers’ writing
  - Revise writing
  - Generate and respond to questions in scholarly discourse

May
Animals in Translation – Temple Grandin; Research Paper

- Utilizing skills from previous lessons as well as adding:
  - Analyze the treatment of a text through multimedia (film)
  - Craft claims about the development and refinement of central ideas in a text
  - Identify potential topics for research within a text
  - Use questioning to guide research
  - Conduct pre-searches to validate sufficiency of information to explore potential topics
  - Assess sources for credibility, relevance, and accessibility
  - Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, and recording notes
  - Develop, refine, and select inquiry questions for research
  - Develop and continually assess a research frame to guide independent searches
  - Collect and organize evidence from research to support analysis in writing
  - Collect and organize evidence from research to support analysis in writing
  - Analyze, synthesize, and organize evidence-based claims
  - Write effective introduction, body, and conclusion paragraphs for an informative/explanatory research paper
  - Use proper MLA citation methods in writing
  - Edit for a variety of purposes, including using semi-colons, colons, correct spelling, capitalization, and punctuation
  - Use formal style and objective tone in writing
  - Write coherently and cohesively