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<th>Unit Title &amp; Pacing</th>
<th>Transfer Goals</th>
<th>Enduring Understandings &amp; Essential Questions</th>
<th>Major Skills</th>
<th>NJSLS</th>
<th>Formative and Summative Assessment</th>
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<td><strong>Launch Unit: Readers and Writers Workshop</strong>&lt;br&gt;(September and ongoing)</td>
<td>TG1: Employ appropriate strategies to comprehend and analyze diverse text types.&lt;br&gt;TG2: Engage in a reading community by identifying their own interests, areas of strength, and areas for growth, and then acting upon that knowledge to select reading material and share in discussions and recommendations with classmates.&lt;br&gt;TG3: Produce clear, coherent writing that draws evidence from literary and informational texts to support analysis, reflection, and research.</td>
<td>EU1: Efferent and aesthetic reading have great value to the individual and enrich his or her ability to contribute meaningfully to society.&lt;br&gt;EU2: Writers make choices to convey meaning and influence the reader.</td>
<td>● Textual evidence&lt;br&gt;● Annotation&lt;br&gt;● Active reading&lt;br&gt;● Making relevant connections&lt;br&gt;● Word connotation and denotation&lt;br&gt;● Inference&lt;br&gt;● Analyzing author’s craft&lt;br&gt;● Reflective writing&lt;br&gt;● Explanatory writing&lt;br&gt;● Informal research&lt;br&gt;● Collaborative discussions&lt;br&gt;● Determining word meaning&lt;br&gt;● Selecting reading material&lt;br&gt;● Self-monitoring and reflecting on reading practices&lt;br&gt;● Understanding reading levels and text complexity&lt;br&gt;● Writing for sustained period of time&lt;br&gt;● Revision basics</td>
<td>Priority Standards&lt;br&gt;RL.9-10.1&lt;br&gt;RL.9-10.4&lt;br&gt;RL.9-10.10&lt;br&gt;RI.9-10.1&lt;br&gt;RI.9-10.2&lt;br&gt;RI.9-10.3&lt;br&gt;RI.9-10.10&lt;br&gt;W.9-10.2&lt;br&gt;W.9-10.4&lt;br&gt;W.9-10.5&lt;br&gt;W.9-10.7&lt;br&gt;W.9-10.9&lt;br&gt;W.9-10.10&lt;br&gt;SL.9-10.1&lt;br&gt;L.9-10.5&lt;br&gt;L.9-10.6</td>
<td>Formative: &lt;br&gt;● Teacher observation&lt;br&gt;● Teacher anecdotal notes&lt;br&gt;● Teacher created demonstrations of learning&lt;br&gt;○ Admit Slips&lt;br&gt;○ Prewriting exercises&lt;br&gt;○ Quick writes&lt;br&gt;○ Exit tickets and closure activities&lt;br&gt;● Teacher-created assessments&lt;br&gt;● Student self-assessments/reflections&lt;br&gt;● Class discussions and student participation&lt;br&gt;● Peer evaluations&lt;br&gt;● Rubrics&lt;br&gt;● Common assessments: summative assessment &lt;br&gt;<strong>Support Standards</strong>&lt;br&gt;RI.9-10.5&lt;br&gt;W.9-10.6&lt;br&gt;L.9-10.1&lt;br&gt;L.9-10.2&lt;br&gt;L.9-10.4</td>
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<td><strong>Personal Narrative: A Moment that Mattered</strong>&lt;br&gt;“Everyone is necessarily the hero of his own life story.”&lt;br&gt;-John Barth&lt;br&gt;(October-November)</td>
<td>TG1: Identify the significance of events that shape the individual’s character and choices.&lt;br&gt;TG2: Determine what makes a narrative engaging and appropriate to its audience.&lt;br&gt;TG3: Adapt writing styles that reflect personal style and are appropriate to grade level.</td>
<td>EU1: We convey our experiences to others through narrative.&lt;br&gt;EU2: Writers use a variety of techniques and tools to construct and convey meaning.</td>
<td>● Selecting an appropriate topic for writing&lt;br&gt;● Developing a narrative writing piece toward a specific purpose&lt;br&gt;● Sequencing a story&lt;br&gt;● Evaluating minor and major events&lt;br&gt;● Analyzing author’s craft and applying skills to reflect personal style&lt;br&gt;● Engaging in collaborative discussions</td>
<td>Priority Standards&lt;br&gt;RL.9-10.4&lt;br&gt;RL.9-10.5&lt;br&gt;RI.9-10.1&lt;br&gt;RI.9-10.3&lt;br&gt;RI.9-10.10&lt;br&gt;W.9-10.3&lt;br&gt;W.9-10.4&lt;br&gt;W.9-10.5&lt;br&gt;W.9-10.6&lt;br&gt;W.9-10.10&lt;br&gt;L.9-10.3</td>
<td>Formative: &lt;br&gt;● Teacher observation&lt;br&gt;● Teacher anecdotal notes&lt;br&gt;● Teacher created demonstrations of learning&lt;br&gt;○ Admit Slips&lt;br&gt;○ Prewriting exercises&lt;br&gt;○ Quick writes&lt;br&gt;○ Exit tickets and closure activities&lt;br&gt;● Teacher-created assessments</td>
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| **Identity in Literature**  
(November-December) | **TG1:** Analyze passages of text to understand how an author conveys theme and message.  
**TG2:** Produce clear, coherent writing that draws evidence from literary texts to support analysis. | **EU1:** Complex characters advance the plot or theme of a story.  
**EU2:** Characters are shaped by their environment, experiences, and relationships.  
**EU3:** Examining characters in a story helps people to understand themselves and others. | **EQ1:** How do events in one’s life shape one’s identity and choices?  
**EQ2:** How do writers develop complex characters over the course of a text?  
**EQ3:** How does an individual advance the plot or develop the theme of a novel? | **Determining word meaning**  
**Engaging in the writing process. (Develop, strengthen, plan, revise, rewrite, edit)**  
**Using varied sentence structure**  
**Writing effective dialogue**  
**Using vivid verbs** | **Priority Standards**  
RL.9-10.1  
RL.9-10.3  
RL.9-10.10  
W.9-10.2  
W.9-10.9  
SL.9-10.1 | **Student self-assessments/reflections**  
**Class discussions and student participation**  
**Peer evaluations**  
**Rubrics**  
**Common assessments: summative assessment**  
**Summative:**  
Personal Narrative Essay |
|---|---|---|---|---|---|
| **Identity & Conflict**  
 **Book Clubs**  
(January-February) | **TG1:** Contribute to discussions by providing meaningful material and evidence. | **EU1:** Conflict is essential to driving the plot of a story.  
**EU2:** Conflicts reveal characters’ status and position within society. | **Priority Standards**  
RL.9-10.1  
RL.9-10.2  
SL.9-10.1  
SL.9-10.5 | **Formative:**  
**Teacher observation**  
**Teacher anecdotal notes**  
**Teacher created demonstrations of learning**  
○ Admit Slips  
○ Prewriting exercises  
○ Quick writes  
○ Exit tickets and closure activities  
**Teacher-created assessments**  
**Student self-assessments/reflections**  
**Class discussions and student participation**  
**Peer evaluations**  
**Rubrics**  
**Common assessments: summative assessment**  
**Summative:**  
Explanatory/Informative essay with a focus on literary analysis & characterization |**Formative:**  
**Teacher observation**  
**Teacher anecdotal notes** |
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<th>TG2: Collaborate with peers to set essential groundwork for productive discussion of meaningful topics.</th>
<th>TG3: Examine how a particular element of a story influences a central idea over the course of a text.</th>
<th>EU3: Collaboration with peers provides a variety of perspectives that strengthen and add value to enduring understandings.</th>
<th>EQ1: How does conflict drive the plot of a story and shape a theme or central idea?</th>
<th>EQ2: How do social norms influence a person’s identity and potentially lead to conflict?</th>
<th>EQ3: What are the elements of effective collaboration?</th>
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<tr>
<td>● Utilizing textual evidence as support for arguments</td>
<td>● Identifying a theme</td>
<td>● Analyzing how conflict affects and reveals the overall theme of a story</td>
<td>● Analyzing and identifying the sequencing of a text and its influence on the plot</td>
<td>● Characterization</td>
<td>● Collaborating within a group to set rules and discussions with peers</td>
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<td>● Artfully debating and discussing ideas with peers surrounding a text</td>
<td>● Preparing for discussions with notes and developing questions</td>
<td>● Continuing conversations with peers by asking relevant discussion questions</td>
<td>● Delegating and dividing work within a group</td>
<td>● Setting guidelines and rules for student led discussions</td>
<td>● Responding thoughtfully to diverse perspectives and debating ideas</td>
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<td>● Incorporating technologies into projects and presentations</td>
<td>● Analyzing the effect characters have on the plot, theme, and conflict within a story</td>
<td>● Supporting arguments with strong claims</td>
<td>● Teacher created demonstrations of learning</td>
<td>○ Admit Slips</td>
<td>○ Prewriting exercises</td>
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<td>● Supporting arguments with strong claims</td>
<td><strong>Support Standards</strong></td>
<td>○ Quick writes</td>
<td>○ Exit tickets and closure activities</td>
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<td>RL.9-10.5</td>
<td>W.9-10.1</td>
<td>W.9-10.1</td>
<td><strong>Summative:</strong></td>
<td><strong>Writing Task:</strong></td>
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<td>Seven Sentence Paragraph or Deconstructed Essay</td>
<td>Each student will write a seven sentence paragraph. Possible topics ideas:</td>
<td><strong>What’s Important</strong></td>
<td>Make a claim about the importance of a particular passage in your book. Explain why this moment is significant in terms of its relation to the development of theme, conflict, character.</td>
<td><strong>Character and Conflict</strong></td>
<td>Characterize one of the main people in your text. Make a claim about who that character is and how this contrasts with society’s view of the character, and then support it with evidence from the text.</td>
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### Choice Board Projects

**Ongoing Reading Evidence:** Teachers and students will determine preferred methods for practicing active reading strategies and documenting ongoing reflections, analysis, and questions as students read. Possible ideas: Thought Logs, Post-It Notes, Artifacts

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<th>Ongoing Reading Evidence: Teachers and students will determine preferred methods for practicing active reading strategies and documenting ongoing reflections, analysis, and questions as students read. Possible ideas: Thought Logs, Post-It Notes, Artifacts</th>
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| **Research** (Feb-March) | **TG1:** recognize that academic writing contains common elements from each style of writing  
**TG2:** understand that research is conducted for a variety of reasons such as answering questions, strengthening an argument, and/or enhancing a narrative  
**TG3:** understand the importance of researching self-generated questions to before developing an argument  
**EU1:** questioning due to curiosity develops deeper personal knowledge.  
**EU2:** synthesizing multiple reliable sources, print or digital, creates a strong answer to questions.  
**EQ1:** How do our passions and curiosities determine what we learn?  
**EQ2:** How do we go about investigating the unknown?  
**Priority Standards**  
W.9-10.1  
W.9-10.6  
W.9-10.7  
W.9-10.8  
W.9-10.9  
**Support Standards**  
RI.9-10.2  
RI.9-10.5  
W.9-10.1A  
W.9-10.1B  
W.9-10.1C  
W.9-10.1D  
W.9-10.1E  
SL.9-10.5  
**Formative:**  
- Teacher observation  
- Teacher anecdotal notes  
- Teacher created demonstrations of learning  
  - Admit Slips  
  - Prewriting exercises  
  - Quick writes  
  - Exit tickets and closure activities  
- Teacher-created assessments  
- Student self-assessments/reflections  
- Class discussions and student participation  
- Peer evaluations  
- Rubrics  
- Common assessments: summative assessment |
| **Persuasive Writing Position Piece** | **TG1:** Effectively communicate by employing  
**EU1:** Effective arguments are carefully planned and  
**EQ1:** How do our passions and curiosities determine what we learn?  
**EQ2:** How do we go about investigating the unknown?  
**Priority Standards**  
RI.9-10.1  
**Formative:**  
- Teacher observation |
### World Lit: Short Story Unit

**March-April**

**TG2:** Produce clear, coherent writing that draws evidence from literary and/or informational texts to support a position.

**TG3:** Constructed with specific elements of persuasion.

**EU2:** Arguments appeal to audiences through the use of specific rhetorical devices.

**EQ1:** How do writers and speakers persuade audiences?

**EQ2:** How do audience and occasion impact an persuasive piece?

**EQ3:** How can we use language more effectively in our own writing?

- Making relevant connections between texts
- Recognizing word connotation and denotation
- Inference
- Finding and selecting logical textual evidence
- Collaborative discussions
- Identifying the four editorial components in mentor texts
- Using rhetorical devices, word choice and text structure to effectively craft a persuasive piece
- Editing, revising, and strengthening writing

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**Formative:**

- Teacher observation
- Teacher anecdotal notes
- Teacher created demonstrations of learning
  - Admit Slips
  - Prewriting exercises
  - Quick writes
  - Exit tickets and closure activities
- Teacher-created assessments
- Student self-assessments/reflections
- Class discussions and student participation
- Peer evaluations
- Rubrics

### World Lit: Short Story Unit

**April-May**

**TG1:** Use the specific details of a story to more fully understand complex ideas including theme, conflict, and characterization.

**TG2:** Engage in collaborative discussions that advance a deeper understanding of the text.

**TG3:** Produce clear and coherent writing to develop real or imagined experiences using figurative language, well-chosen details, and well-structured event sequences.

**EU1:** Authors make choices to convey meaning and influence the reader.

**EU2:** The power of a narrative relies on the effective use of essential elements of story including conflict, theme, and character development.

**EU3:** Experiences other realities through literature serves to enrich our understanding of our own lives.

**EQ1:** How does entering the world of a character enrich my own experience, understandings, and cultural awareness?

**EQ2:** How is meaning constructed within a story?

- Identifying key textual evidence
- Analyzing textual evidence
- Characterization
- Determining a theme
- Making relevant connections
- Analyzing author’s craft
- Analyzing author’s choices concerning structure
- Analyzing a particular point of view or cultural experience
- Elements of narrative writing
- Creating specific effects through narrative techniques
- Collaborative discussions

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**Summative:**

- Editorial
| Poetic Language and Novels In Verse | TG1: Interpret and analyze figurative language.  
TG2: Employ a variety of craft moves to convey meaning through figurative writing  
TG3: Apply knowledge of conventions and language to make effective choices for meaning and style  
TG4: Intentionally select words and phrases to convey a vivid picture in writing. | EU1: Poets employ specific elements of craft to engage the reader and convey meaning.  
EU2: Poetry embodies unique text features that can be used to tell a story through narrative poetry.  
EU3: Poetry is accessible: written by everyday people and unlimited in scope and topic.  
EU4: Author’s choices are deliberate and intentional.  
EQ1: How do novels in verse as a genre uniquely represent meaning and experience?  
EQ2: How can I begin to make sense of abstract or figurative writing?  
EQ3: How can structure influence the theme of novel written in verse?  
EQ4: How does rhythm influence the telling of a story? | Priority Standards  
RL.9-10.2  
RL.9-10.4  
RL.9-10.10  
W.9-10.3  
W.9-10.4  
W.9-10.5  
L.9-10.3  
L.9-10.5  
L.9-10.6  
Support Standards  
RL.9-10.1  
RL.9-10.6  
W.9-10.6  
SL.9-10.1  
L.9-10.4 | Common assessments: summative assessment  
Summative:  
Narrative Short Story  
Choice Board  
Choice Board Rubric | Formative:  
Teacher observation  
Teacher anecdotal notes  
Teacher created demonstrations of learning  
Admit Slips  
Prewriting exercises  
Quick writes  
Exit tickets and closure activities  
Teacher-created assessments  
Student self-assessments/reflections  
Class discussions and student participation  
Peer evaluations  
Rubrics  
Common assessments: summative assessment  
Summative:  
At the conclusion of the unit students will write a continuation of *Long Way Down* or *Poet X*. Students will be required to write a narrative in verse that reflects the theme and conflicts presented in the novel, while imitating the author’s use of writer’s craft.
Analyzing the relationship between craft moves and the overall theme

**Modifications/Accommodations**

**Supports & Interventions:** American Reading Company and Newsela leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.

**Enrichments:** Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles, expended open-ended abstract questions. [Gifted Programming Standards](#)

**ELL supports:** SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. [If/Then Resource](#)

**Special Education:** Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading

**Interdisciplinary Connections**

**CRP Standards**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**21st Century Life and Careers**
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

**Cross-curricular Standards**

**Integration of Technology**
Technology Standards

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.