



English 1, Grade 9 Regular, Honors, Pre-IB Curriculum Map



The following curriculum map is based on the Language Arts Florida Standards (LAFS), which are listed at the beginning of the map and can be accessed at www.cpalms.org.

The main resource for the support of instruction is the *Florida Collections* textbook series and digital platform found at <http://my.hrw.com>.

Required texts and assignments are found in the Collections listed in the table below.

Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
9	Collection 1: Finding Common Ground Collection 2: The Struggle for Freedom Collection 5: A Matter of Life and Death Collection 6: Heroes and Quests	Collection 3: The Bonds Between Us Collection 6: Heroes and Quests	Collection 4: Sweet Sorrow Collection 5: A Matter of Life and Death	Collection 2: The Struggle for Freedom Collection 5: A Matter of Life or Death
Required Assessments	PT: Speaking Activity: Debate DIA: Assessment of Reading 1	VLT 1: Argumentative Essay DIA: Assessment of Reading 2	VLT 2: Informative Essay PT: Eulogy OR Analytical Essay	PT: Multimedia Presentation or PSA

Novel Study – Second semester: *Animal Farm*, *The Life of Pi*, *A Separate Peace*, or an appropriate ELA Department/PLC/Grade Level -based selection.

The curriculum map represents what is required in any given quarter of instruction to ensure all standards are taught as a support for learning. Flexibility is given to the grade level PLC and teachers beyond the required texts and activities to add additional resources from *Florida Collections* or other outside sources to best support students' learning needs. In the honors and Pre-IB English courses, teachers will provide students with additional rigorous reading and writing experiences beyond what is on the map. The VLT is the Volusia Literacy Test which will be given two times a year to assess student success with the LAFS. The DIA is the District Assessment of Reading Standards and is given 2 or 3 times a year. The PT is a Performance Task which will assess student success with specific LAFS linked to a particular unit of the *Florida Collections* textbook.

During class discussion of what has been read, students should consistently be asked to find evidence from the text. This textual evidence should then be used in the students' writing, research, discussions and presentations.

The study and application of vocabulary and grammar should take place within the context of what students read and write.

English 1 Grade 9 Language Arts Florida Standards

Yearlong Target Standards are bolded. These standards are highly assessed and represent major instructional shifts as required by the Language Arts Florida Standards. *Italicized* standards are those that require instructional awareness and are woven into the reading and writing process; however, they are not formally assessed.

Strand: READING STANDARDS FOR LITERATURE	
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2	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.
LAFS.910.RL.1.3	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.
LAFS.910.RL.2.4	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).
LAFS.910.RL.2.5	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.
LAFS.910.RL.2.6	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.
LAFS.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10	<i>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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</i>

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
LAFS.910.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2	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.
LAFS.910.RI.1.3	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.
LAFS.910.RI.2.4	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).
LAFS.910.RI.2.5	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).
LAFS.910.RI.2.6	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.
LAFS.910.RI.3.7	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.

LAFS.910.RI.3.8	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.
LAFS.910.RI.3.9	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.
LAFS.910.RI.4.10	<i>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</i>

Strand: WRITING STANDARDS

LAFS.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.910.W.1.1a	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.
LAFS.910.W.1.1b	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.
LAFS.910.W.1.1c	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.
LAFS.910.W.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.W.1.1e	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2	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.
LAFS.910.W.1.2a	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.
LAFS.910.W.1.2b	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.
LAFS.910.W.1.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.910.W.1.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LAFS.910.W.1.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.W.1.2f	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).
LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.910.W.1.3a	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.
LAFS.910.W.1.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LAFS.910.W.1.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LAFS.910.W.1.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LAFS.910.W.1.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LAFS.910.W.2.4	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.)
LAFS.910.W.2.5	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 demonstrate command of Language standards 1–3 up to and including grades 9–10)
LAFS.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.910.W.3.9a	<i>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i>
LAFS.910.W.3.9b	<i>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “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”).</i>
LAFS.910.W.4.10	<i>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.</i>

Strand: SPEAKING AND LISTENING STANDARDS

LAFS.910.SL.1.1	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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4	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.

LAFS.910.SL.2.5	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.
LAFS.910.SL.2.6	<i>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)</i>

Strand: LANGUAGE STANDARDS	
LAFS.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1a	Use parallel structure.
LAFS.910.L.1.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.910.L.1.2a	Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.
LAFS.910.L.1.2b	Use a colon to introduce a list or quotation.
LAFS.910.L.1.2c	Spell correctly.
LAFS.910.L.2.3	<i>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.</i>
LAFS.910.L.2.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <u>MLA Handbook</u> , Turabian’s <u>Manual for Writers</u>) appropriate for the discipline and writing type.
LAFS.910.L.3.4	Determine or clarify 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.
LAFS.910.L.3.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LAFS.910.L.3.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LAFS.910.L.3.4c	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.
LAFS.910.L.3.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.910.L.3.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LAFS.910.L.3.5b	Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6	<i>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.</i>

English 1, Grade 9	Quarter 1	Collection 1: Finding Common Ground, p. 1; Collection 2: The Struggle for Freedom, p. 45; Collection 5: A Matter of Life and Death, p. 305; and Collection 6: Heroes and Quests, p. 363
Required Assessments	Assessed Standards	
<ul style="list-style-type: none"> Performance Task – Speaking Activity: Debate p. 322. (Teacher may substitute a Socratic seminar, panel discussion, etc.) <p>Students should assess each other using an appropriate rubric (see page 362). (Summative)</p>	<p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>LAFS.910.SL.2.4: 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.</p>	
<ul style="list-style-type: none"> District Interim Assessment (DIA) of Reading 1 (Formative) Assessment Window: October 9 – 13 <p>Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p>LAFS.910.RL.1.2: 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>LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: 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.</p> <p>LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.RL.2.6: 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> <p>LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.RI.1.3: 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.</p> <p>LAFS.910.RI.2.4: 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.</p>	

	<p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.RI.3.8: 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.</p> <p>LAFS.910.L.3.4: Determine or clarify 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.</p> <p>LAFS.910.L.3.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>LAFS.910.L.3.5b: Analyze nuances in the meaning of words with similar denotations.</p>
Required Texts and Activities	Focus Standards
<p>Performance Assessment booklet-- Unit 1: Argumentative Essay, pp. 1-20.</p> <p>NOTE: The Argumentative VLT, given in the Second Quarter, is on pages 21 – 30 in the <i>Performance Assessment</i> booklet. Do not use this section for instructional purposes. You may use the argument prompt in Unit 4, p. 99 for additional practice before giving the VLT.)</p> <p>(Writing instruction should be integrated with daily planning and lessons, not taught as a separate skill.)</p>	<p>LAFS.910.W.1.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.2.5: 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.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Phrases and Clauses, p R38 – R43 (Students should complete all Practice and Apply Activities. These activities are designed to meet the Language LAFS; teachers may wish to cover these skills through bell ringers and mini-lessons.</p>	<p>LAFS.910.L.1.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>

<p>“A Quilt of a Country,” p. 3</p> <p style="text-align: center;">AND/OR</p>	<p>Delineate and Evaluate and Argument, p. 7</p>	<p>LAFS.910.RI.3.8: 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.</p>
	<p>Analyze and Evaluate an Author’s Claim, p. 7</p>	<p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>
	<p>Analyze the Text, p. 8</p>	<p>LAFS.910.RI.2.4: 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. LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. LAFS.910.RI.2.6: 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. LAFS.910.RI.3.8: 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.</p>
	<p>Performance Task – Writing Activity: Argument, p. 8</p> <p style="text-align: center;">AND/OR</p>	<p>LAFS.910.W.1.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>“The Real Reasons We Explore Space,” p. 433</p> <p>Suggested pacing: 1 week</p>	<p>Delineate and Evaluate an Argument, p. 437</p>	<p>LAFS.910.RI.3.8: 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.</p>
	<p>Analyzing the Text, p. 438</p>	<p>LAFS.910.RI.1.2: 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. LAFS.910.RI.1.3: 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. LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. LAFS.910.RI.2.6: 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. LAFS.910.RI.3.8: 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.</p>

	Performance Task – Writing Activity: Editorial, p. 438	LAFS.910.W.1.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
“The Censors,” pg. 89 Suggested pacing: 1 weeks	Analyzing the Text, p. 94	LAFS.910.RL.1.2: 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. LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LAFS.910.RL.2.4: 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. LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise. LAFS.910.RL.2.6: 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.
Text Set: “The Gettysburg Address,” p. 27 “I Have a Dream” p. 48 (Students must also view the speech: https://www.youtube.com/watch?v=3vDWWy4CMhE) Suggested pacing: 3 weeks	Analyze Author’s Use of Rhetoric, p. 52	LAFS.910.RI.2.6: 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.
	Analyze Seminal US Documents, p. 52	LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.
	Analyzing the Text, p. 53	LAFS.910.RI.1.2: 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. LAFS.910.RI.1.3: 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. LAFS.910.RI.2.4: 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. LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. LAFS.910.RI.2.6: 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. LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.
	Performance Task – Writing Activity: Analysis, p. 53.	LAFS.910.RI.1.2: 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.

	(Note: The task does not have to be an essay, it can be a graphic organizer, chart, etc.)	LAFS.910.RI.1.3: 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. LAFS.910.W.1.2a-f: 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.
Text Set: “The Views of the Wall,” p. 33 “The Vietnam Wall,” p. 33 Suggested pacing: 1 week	Collaborative Discussion, p. 35	LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	Analyze Representations in Different mediums, p. 36	LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
	Analyze Text and Media, p. 36	LAFS.910.RL.1.2: 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. LAFS.910.RL.2.4: 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. LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
“Is Survival Selfish” p. 317. Suggested pacing: 2 weeks	Delineate and Evaluate and Argument, p. 321	LAFS.910.RI.3.8: 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.
	Analyzing the Text, p. 322	LAFS.910.RI.1.2: 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. LAFS.910.RI.3.8: 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.

English 1, Regular and Honors Grade 9	Quarter 2	Collection 3: The Bonds Between Us, p. 101 Collection 6: Heroes and Quests, p. 363
Required Assessments	Assessed Standards	
<ul style="list-style-type: none"> VLT: Argumentative Essay, (see Canvas) (Summative) Assessment Window: October 23 – November 15 	<p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<ul style="list-style-type: none"> District Interim Assessment (DIA) of Reading 2 (Formative) Assessment Window: December 12 – 19 <p>Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p>LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: 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.</p> <p>LAFS.910.RL.2.6: 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> <p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.RI.1.3: 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.</p> <p>LAFS.910.RI.2.4: 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.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>LAFS.910.RI.3.8: 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.</p> <p>LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>LAFS.910.L.1.1a: Use parallel structure.</p> <p>LAFS.910.L.1.2a: Use a semicolon, with or without a conjunctive adverb, to link two of more closely</p>	

		<p>related independent clauses.</p> <p>LAFS.910.L.3.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>LAFS.910.L.3.5a Interpret figures of speech in context and analyze their role in the text.</p>
	Required Texts and Activities	Focus Standards
	<p><i>Performance Assessment</i> booklet-- Unit 2: Informative Essay, pp. 31 - 64 (Choose activities based on students' needs.)</p> <p>(Writing instruction should be integrated with daily planning and lessons, not taught as a separate skill.)</p>	<p>LAFS.910.RI.1.1: 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>LAFS.910.W.1.2a-f: 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>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.W.2.5: 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.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.L.1.1a: Use parallel structure.</p> <p>LAFS.910.L.1.2a: Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</p> <p>LAFS.910.L.3.4a: Use context as a clue to the meaning of a word or phrase.</p>
<p>"Monkey See, Monkey Do, Monkey Connect," p. 123</p> <p>Suggested pacing: 1 week</p>	Analyze and Evaluate an Author's claims, p. 129	<p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LAFS.910.RI.3.8: 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.</p>
	Analyzing the Text, p. 130	<p>LAFS.910.RI.2.4: 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.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LAFS.910.RI.3.8: 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.</p>

	<i>Optional: Performance Task: Speaking Activity: Debate, p. 130</i>	LAFS.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Text Set: Poetry Poems about Family, <i>Close Reader</i> , pp. 57-60 (TE, p. 150b) “At Dusk,” p. 147 Suggested pacing: 1 week	Complete all <i>Close Reader</i> activities and questions.	LAFS.910.RL.2.4: 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. LAFS.910.L.3.5a: Interpret figures of speech in context and analyze their role in the text.
	Performance Task – Speaking Activity: Poetry Reading, p. 150 (Have student record their readings on their cell phones.)	LAFS.910.RL.2.4: 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. LAFS.910.L.3.5a: Interpret figures of speech in context and analyze their role in the text.
	Interpret Figurative Language, p. 149 OR Analyzing the Text, p. 150	LAFS.910.RL.2.4: 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. LAFS.910.L.3.5a: Interpret figures of speech in context and analyze their role in the text.
Text Set: Journey “The Cruellest Journey,” p. 421 “The Journey,” p. 441 Suggested pacing: 2 weeks	Analyzing the Text, p. 430	LAFS.910.RI.1.2: 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. LAFS.910.RI.1.3: 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. LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	Collaborative Discussion, p. 442	LAFS.910.SL.1.1a: 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.
	Interpret Figurative Language, p. 443	LAFS.910.RL.2.4: 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. LAFS.910.L.3.5a: Interpret figures of speech in context and analyze their role in the text.
	Analyzing the Text, p. 444	LAFS.910.RL.1.2: 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>LAFS.910.RL.2.4: 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.</p> <p>LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.</p>
	Performance Task-Speaking Activity: Discussion, p. 444	LAFS.910.SL.1.1a: 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>“When Mr. Pirzada Came to Dine,” p. 103</p> <p>OR</p> <p>“The Grasshopper and the Bell Cricket.” p. 133</p> <p>Suggested pacing: 2 weeks</p>	Analyzing the Text, p. 120	<p>LAFS.910.RL.1.2: 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>LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
	Performance Task-Writing Activity: Letters, p. 120	LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Analyzing the Text, p. 138	<p>LAFS.910.RL.1.2: 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>LAFS.910.RL.2.4: 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.</p> <p>LAFS.910.RL.2.6: 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>
	Performance Task-Writing Activity: Journal Entry or Letter, p. 138	LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

English 1, Regular and Honors Grade 9		Quarter 3	Collection 4: Sweet Sorrow, p. 161 Collection 5: A Matter of Life and Death, p. 305
Required Assessments		Assessed Standards	
<ul style="list-style-type: none"> VLT: Informative Essay, (see Canvas) (Summative) Assessment Window: January 16 – February 7 		<p>LAFS.910.W.1.2: 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>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<ul style="list-style-type: none"> Performance Task: Writing Activity: Eulogy, p. 280 OR Performance Task: Write an Analytical Essay p. 301 (Teacher may vary the topic.) (Assess writing tasks using the FSA Informative Writing Rubric.) Optional: District Interim Assessment 3 (School-based Option) 		<p>LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>LAFS.910.W.1.2: 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>	
Required Texts and Activities		Focus Standards	
<p>“Deep Survival,” p. 325 Suggested pacing: 1 week</p>	Determine Central Idea and Summarize the Text, p. 335	LAFS.910.RI.1.2: 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.	
	Analyzing the Text, p. 337	<p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.RI.1.3: 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.</p> <p>LAFS.910.RI.2.4: 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.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an</p>	

		author uses rhetoric to advance that point of view or purpose.
<p>“Pyramus and Thisbe,” p. 283 (Note: Students must read <i>Romeo and Juliet</i> before answering the assigned questions.)</p> <p style="text-align: center;">OR</p> <p>“My Shakespeare” (video using hyperlink on p. 173 in <i>Collections</i> eBook)</p> <p>“My Shakespeare,” p. 174 (text)</p> <p>Suggested pacing: 1 week</p>	<p>Analyze Source Material, p. 288 Analyzing the Text, p. 288</p> <p style="text-align: center;">OR</p> <p>Analyzing Text and Video, p. 176</p>	<p>LAFS.910.RL.1.2: 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>LAFS.910.RL.3.9: Analyze how an author draws on and transforms source material in a specific work.</p>
<p><i>The Tragedy of Romeo and Juliet</i>, p. 181</p> <p>Suggested pacing: 3-4 weeks</p>	<p>Analyzing the Text, p. 206</p>	<p>LAFS.910.RL.1.2: 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>LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: 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.</p> <p>LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.</p>
	<p>Performance Task – Speaking Activity: Discussion, p. 206</p>	<p>LAFS.910.SL.1.1a: 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>Collaborative Discussion, p. 226</p>	<p>LAFS.910.SL.1.1a: 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>Analyzing the Text, p. 227</p>	<p>LAFS.910.RL.1.2: 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>LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text,</p>

		including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
	Collaborative Discussion, p. 251	LAFS.910.SL.1.1a: 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.
	Performance Task- Writing Activity: Journal Entries, p. 252	LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Analyzing the Text, p. 265	LAFS.910.RL.1.2: 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. LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LAFS.910.RL.2.4: 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. LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
	Analyzing Character: Motivations, p. 279	LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	Analyzing the Text, p. 280	LAFS.910.RL.1.2: 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. LAFS.910.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
Novel Study: <i>Animal Farm</i> , <i>The Life of Pi</i> , <i>A Separate Peace</i> , or an appropriate ELA Department/ PLC/Grade Level -based selection. *Teachers may begin the novel study in the third nine weeks. The novel may be studied anytime during the second semester. Suggested pacing: 4 weeks		LAFS.910.RL.1.2: 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. LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

English 1, Regular and Honors Grade 9		Quarter 4	Collection 2: The Struggle for Freedom, p. 45 Collection 5: A Matter of Life or Death, p. 305
Required Summative Assessments		Assessment Standards	
<ul style="list-style-type: none"> Performance Task: Create a Group Multimedia Presentation, <i>Florida Collections</i>, p. 157 (Students should follow the process described in order to meet standards [including following a standard format for citation], but the final product can be the presentation on p. 157 or the Public Service Announcement, p. 152.) Students should select topics. 		<p>LAFS.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>LAFS.910.SL.1.1a-d: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.2.4: 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.</p> <p>LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
Required Texts and Activities		Focus Standards	
<p>“The End and the Beginning,” p. 351 and/or other selected poetry</p> <p>Suggested pacing: 1 week</p>	<p>Determine Figurative Meaning and Tone, p. 353 OR Performance Task, Writing Activity: Reflection, p. 354</p>	<p>LAFS.910.RL.2.4: 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.</p> <p>LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>from <i>Reading Lolita in Tehran</i>, p. 81</p>	<p>Collaborative Discussion, p. 84</p>	<p>LAFS.910.SL.1.1a: 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>from <i>Persepolis 2</i>, p. 84</p>	<p>Determine Author’s Style and Point of View, p. 85</p>	<p>LAFS.910.RI.2.6: 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; how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	
<p>Suggested pacing: 1 week</p>	<p>Analyzing Text and Media, p. 86</p>	<p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including.</p> <p>LAFS.910.RI.2.6: 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; how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums.</p>	

	Language and Style: Rhetorical Questions, p. 88	LAFS.910.L.2.3: 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.
<p>“from <i>Night</i>,” p. 307</p> <p>OR</p> <p>“Ordinary Man,” <i>Close Reader</i>, p. 77 (TE p. 316b)</p> <p>Suggested pacing: 1 week</p>	<p>Analyze Impact of Word Choice on Tone, p. 313</p> <p>Analyzing the Text, p. 314</p> <p>OR</p> <p>All <i>Close Reader</i> questions</p>	<p>LAFS.910.RI. 1.2: 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.</p> <p>LAFS.910.RI. 2.4: 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.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LAFS.910.RI.2.6: 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; how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>

DIA (District Interim Assessment) and VLT (Volusia Literacy Test of Text-based Essay Writing) Assessment Calendar 2017-2018

6	MJ Lang Arts 1 and Advanced	<p align="center">DIA 1 Assessment Window: October 9-13 Scanned and in Eduphoria Deadline: October 16 (Teacher Duty Day)</p> <p align="center">Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p align="center">VLT 1: Argumentative Writing Assessment Window: October 23-November 15 Eduphoria Score Report Deadline: November 15</p> <p align="center">Instruction, assessment, and feedback to students is part of this assessment window.</p>	<p align="center">DIA 2 Assessment Window: December 12-19 Scanned and in Eduphoria Deadline: December 20 (Teacher Duty Day)</p> <p align="center">Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>	<p align="center">VLT 2: Informational Writing Assessment Window: January 16-February 7 Eduphoria Score Report Deadline: February 7</p> <p align="center">Instruction, assessment, and feedback to students is part of this assessment window.</p>	<p align="center">DIA 3 (optional) school-based decision by Principal Suggested assessment window prior to FSA: March 5-March 23; Scanned and in Eduphoria by March 28, 2017 (Teacher Duty Day)</p> <p align="center">Best practice expectation is that teachers provide feedback and review of DIA items/standards.</p>
7	MJ Lang Arts 2 and Advanced					
8	MJ Lang Arts 3 and Advanced					
9	English 1, Honors & Pre-IB					
10	English 2, Honors & Pre-IB					
11	English 3	<p>VLT 1: Argumentation Writing Assessment Window: August 21-September 13 Eduphoria Score Report Deadline: September 13</p>	<p>VLT 2: Informative Writing Assessment Window: October 23-November 15 Eduphoria Score Report Deadline: November 15</p>			
11	English 3 Honors	<p>VLT 1: Rhetorical Analysis Assessment Window: Semester 1 Eduphoria Score Report Deadline: December 15</p>	<p>VLT 2: Rhetorical Analysis Assessment Window: Semester 2 Eduphoria Score Report Deadline: May 11</p>			
12	English 4	<p>VLT 1: Argumentation Writing Assessment Window: August 21-September 13 Eduphoria Score Report Deadline: September 13</p>	<p>VLT 2: Informative Writing Assessment Window: October 23-November 15 Eduphoria Score Report Deadline: November 15</p>			
12	English 4 Honors	<p>VLT 1: Rhetorical Analysis Assessment Window: Semester 1 Eduphoria Score Report Deadline: December 15</p>	<p>VLT 2: Rhetorical Analysis Assessment Window: Semester 2 Eduphoria Score Report Deadline: May 11</p>			
12	ENG 4 FL College Prep	<p>VLT 1: Informative Writing Assessment Window: Semester 1 Eduphoria Score Report Deadline: December 15</p>	<p>VLT 2: Argumentation Writing Assessment Window: Semester 2 Eduphoria Score Report Deadline: May 11</p>			