### 1st Nine Weeks: Who am I and how am I unique?

**Reading:** Fiction/Lit. NF, Poetry & Expository
- **Comprehension Strategies Foundation**
- **Genre Recognition and Review**

- **Fiction (RC 2)**
  - S - 9.2.A Compare/contrast similar themes/time periods
  - S - 9.5.A Analyze non-linear vs. linear plot development
  - R - 9.5.B Analyze development of complex characters through lit. devices
  - S - 9.5.C Analyze effect of point of view
  - S - 9.5.D Familiarity with works from non-English traditions
  - R - 9.7.A Analyze imagery, role of irony, sarcasm, and paradox

- **Expository (RC 3)**
  - S - 9.6.A Analyze interweaving of personal examples and facts

- **Poetry (RC 2)**
  - S - 9.3.A Structure and elements, effects of diction, imagery (e.g., motif, fig. lang., under/overstatement, irony, paradox)

- **Independent Reading - Reading Comprehension**
  - S/R – 10.Fig 19.A-B Monitor own comprehension: Ask questions, summarize, make connections, infer w/evidence

**Writing:** Narrative, Expository & Interpretive
- **Story (Personal Narrative)**

- **Expository Essay w/document research**

### 2nd Nine Weeks: How does conflict lead to change?

**Reading:** Fiction & Expository/Persuasive
- **Fiction pairings (RC 2)**
  - S - 9.2.A Theme
  - S - 9.2.B Influence of mythic & traditional lit. on modern text
  - S - 9.2.C Figurative language related to historical/cultural setting
  - S - 9.5.A Linear vs. Non-linear Plot
  - R - 9.5.B Character Analysis
  - S - 9.5.C Point of View
  - S - 9.7.A Sensory Language

- **Expository* (RC 3)**
  - R - 9.9.A Summarize, distinguish summary vs. critique
  - S - 9.9.B Differentiate substantiated vs. unsubstantiated opinions
  - R - 9.9.C Infer, analyze ideas and organizational patterns
  - R - 9.9.D Synthesize range of viewpoints & support with evidence
  - R - 9.8.A Explain controlling idea, author’s purpose

* Embedded Procedural
  - 9.11, 9.12 analyze text clarity and data in graphics; c/c images vs. text

- **Paired with Persuasive (with embedded Procedural) (RC3)**
  - 9.10.A Analyze structure of central argument & evidence types
  - S - 9.10.B Rhetorical fallacies
  - S - 9.11.A-B Procedural – Analyze clarity and graphics

- **Independent Reading (Book Club #1) - Reading Comprehension**
  - S/R – 10.Fig 19.A-B Monitor own comprehension: Ask questions, summarize, make connections, infer w/evidence

**Writing:** Expository, Interpretive & Procedural
- **Interpretive (Fiction Analysis)**
  - 9.15.C-I-III

- **Expository Essay w/document research**

### 3rd Nine Weeks: What are the responsibilities of the individual?

**Reading:** Persuasive, Poetry & Drama
- **Persuasive (with embedded Procedural) (RC3)**
  - S - 9.10.A Analyze structure of central argument & evidence types
  - S - 9.10.B Rhetorical fallacies
  - S - 9.11.A-B Procedural – Analyze clarity and graphics

- **Media Literacy (RC 3)**
  - S - 9.12.D Evaluate tone for audiences and purposes

- **Poetry (RC 2)**
  - S - 9.3 Infer about structure & elements
  - S - 9.3.A Analyze effects of diction & imagery

- **Drama (RC2)**
  - R - 9.4 Infer, draw Conclusions, analyze structure and elements
  - S - 9.4.A How dramatic conventions (stage directions, monologues, soliloquies, dramatic irony) enhance dramatic text

- **Independent Reading - Reading Comprehension**
  - S/R – 10.Fig 19.A-B Monitor own comprehension: Ask questions, summarize, make connections, infer w/evidence

**Writing:** Interpretive, Persuasive & Expository
- **Persuasive Essay**

- **Interpretive (Speech or Poetry Analysis)**
  - 9.15.C-I-III

- **Expository Essay**

### 4th Nine Weeks: How do decisions/consequences vary depending on the individual's perspective?

**Reading:** STAAR Review, Drama & Persuasive
- **Spiral Genres: STAAR EOC Review—pairings:**
  - Fiction
    - 9.5
  - Poetry
    - 9.3
  - Drama
    - 9.4

  - Persuasive: 9.10.A-B; 9.11 (w/embedded Procedural)

- **Longer Drama – Romeo and Juliet study (RC2)**
  - S - 9.4 Infer, analyze about structure and elements
  - S - 9.4.A Analyze monologues, soliloquies, dramatic irony
  - R - 9.2.A Theme
  - S - 9.5.A-B Analyze development: plot, complex characters

- **Poetry – Sonnet pairings with R&J (RC 2)**
  - S - 9.3 Structure and elements, effects of diction and imagery

- **Inquiry – Persuasive Focus**
  - 9.20.A-B Research Plan
  - 9.22.A-C Synthesize information
  - 9.23.A-E Produce a multimedia presentation
  - 9.15.D *Readings w/ Inquiry (RC 3)*

- **Expository: 9.9.A-D**
  - Persuasive: 9.10.A-B

- **Independent Reading - Reading Comprehension**
  - S/R – 10.Fig 19.A-B Monitor own comprehension: Ask questions, summarize, make connections, infer w/evidence

**Writing:** Expository, Interpretable & Persuasive
- **Expository Essay – STAAR**

- **Interpretive (Drama Analysis)**
  - 9.15.C-I-III

- **Persuasive Essay or Multimedia Presentation**

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Research (9.20-23) & Listening and Speaking (9.24-26) – TEKS must be addressed during the school year.