

1 st Nine Weeks: <i>Who am I and how am I unique?</i>		2 nd Nine Weeks: <i>How does conflict lead to change?</i>	
Revising/Editing--9.17A-B; 9.18.A; 9.18.B.i,iii; 9.19.A Sentence structures, sentence variety; organizational structures; punctuation(dashes, four main commas), capitalization, and spelling	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 developmt 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 S - 9.7.A Analyze imagery, role of irony, sarcasm, and paradox Literary Nonfiction (RC 2) 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) Expository (RC 3) R - 9.9.A Summarize, distinguish between a summary and a 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, & support. details Independent Reading - Reading Comprehension S/R—10.Fig 19.A-B <i>Monitor own comprehension:</i> Ask questions, summarize, make connections, infer w/ evidence	Revising/Editing--9.17A-B; 9.18.A; 9.18.B.i,iii; 9.19.A Sentence structures, sentence variety; organizational structures; punctuation(dashes, four main commas), capitalization, spelling	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 and author's purpose * Embedded Procedural 9.11, 9.12 analyze text clarity and data in graphics; c/c images vs. text <i>Paired with Persuasive (with embedded Procedural) (RC3)</i> 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 S - 9.12.A-B Instructions, graphics (charts, graphs, timelines, tables) Independent Reading (Book Club #1) - Reading Comprehension S/R—10.Fig 19.A-B <i>Monitor own comprehension:</i> Ask questions, summarize, make connections, infer w/ evidence
	Vocabulary 9.1.A-E Roots/affixes, context, dictionary/thesaurus		Writing: Narrative, Expository & Interpretive Story (Personal Narrative) 9.13.A-E; 9.14.A Expository Essay w/documented research 9.13.A-E ; 9.15.A.i-v
3 rd Nine Weeks: <i>What are the responsibilities of the individual?</i>		4 th Nine Weeks: <i>How do decisions/consequences vary depending on the individual's perspective?</i>	
Revising/Editing--9.17A-B; 9.18.A; 9.18.B.i,iii; 9.19.A Sentence structures, sentence variety; organizational structures; punctuation(dashes, four main commas), capitalization, and spelling	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 S - 9.12.A-B Instructions, graphics (charts, graphs, timelines, tables) 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 - 9.3A Analyze effects of diction and 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 <i>Monitor own comprehension:</i> Ask questions, summarize, make connections, infer w/ evidence	Revising/Editing--9.17A-B; 9.18.A; 9.18.B.i,iii; 9.19.A Sentence structures, sentence variety; organizational structures; punctuation(dashes, four main commas), capitalization, and spelling	Reading: STAAR Review, Drama & Persuasive Spiral Genres: STAAR EOC Review—pairings: Fiction 9.5 Poetry 9.3 Drama 9.4 Expository 9.9. A-D; 9.11 (w/embedded Procedural) Persuasive 9.10 A-B; 9.11 (w/embedded Procedural) Longer Drama – Romeo and Juliet study (RC 2) S - 9.4 Infer, analyze about structure and elements S - 9.4.A Analyze monologues, soliloquies, dramatic irony S - 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 9.21.A-C Gather sources 9.22 A-C Synthesize information 9.23 A-E Organize and Presenting 9.15.D Produce a multimedia presentation *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 <i>Monitor own comprehension:</i> Ask questions, summarize, make connections, infer w/ evidence
	Vocabulary 9.1.A-E Roots/affixes, context, dictionary/thesaurus use		Writing: Interpretive, Persuasive & Expository Persuasive Essay 9.13.A-E; 9.16.A-E Interpretive (Speech or Poetry Analysis) 9.15.C.i-iii Expository Essay 9.13.A-E; 9.15.A.i-v

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