

1st 9 Weeks (44 Days)									
9 Weeks at a Glance	1 August 7-11	2 August 14-18	3 August 21-25	4 August 28 - Sept. 1	5 September 5-8 (Sept. 4 Labor Day)	6 Sept. 11-15	7 Sept. 18-21 (Sept. 22 In-Service Day)	8 September 25-29	9 Oct. 2-6
Unit	BOY StudySync Benchmark #1 (Optional) Unit 1 (23 Days) Start unit 2 if possible. <u>Focus Standards for 1st District Progress Benchmark:</u> 9th - all language standards; RL.1, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8 10th - all language standards; RL.1, RL.3, RL.4, RI.4, RI.5, RI.6, RI.8 9th - Informative Writing 10th - Informative Writing					Unit 2 (18 Days) <u>Mid-term: StudySync Benchmark #2 Test</u> <u>Focus Standards for Benchmark #2:</u> 9th - all language standards; RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8 10th - all language standards; RL.1, RL.2, RL.3, RL.4, RI.4, RI.5, RI.6, RI.8 9th - Narrative Writing 10th - Argumentative Writing			
2nd 9 Weeks (42 Days)									
9 Weeks at a Glance	1 October 16-20	2 October 23-27	3 Oct. 30 - November 3	4 November 6-10	5 November 13-17	6 November 20-21 (Nov. 22-24 Break)	7 November 27 - Dec. 1	8 December 4-8	9 December 11-15
Unit	Unit 3- this unit starts after 2 and goes to the end of year due to interruptions with testing <u>Focus Standards for 3rd District Progress Benchmark:</u> 9th - all language standards; RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.8, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8 10th - all language standards; RL.4, RL.5, RL.6, RL.7, RI.1, RI.2, RI.3, RI.4 9th - Argumentative Writing 10th - Narrative Writing								

****The following standards should be taught (at teacher's discretion) in any of the above units since they are not specifically tested on any district benchmarks: RL7, 9, RI 7,8,9 AND L6**
*****All speaking/listening standards should be taught through collaboration in class.**

3rd 9 Weeks Quarter 3 (51 Days)

9 Weeks at a Glance	1 January 3-5	2 January 8-12	3 January 16-19 (Jan. 15 MLK)	4 January 22-26	5 Jan. 29 - Feb. 2	6 February 5-9	7 February 12-16	8 February 20-23 (Feb. 19 - In-Service)	9 Feb. 26 - March 1	10 March 4-8	11 March 11-15
Unit	<p>BOY StudySync Benchmark #1 (Optional) Unit 1 (27 Days)</p> <p><u>Focus Standards for 1st District Progress Benchmark:</u></p> <p>9th - all language standards; RL.1, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8</p> <p>10th - all language standards; RL.1, RL.3, RL.4, RI.4, RI.5, RI.6, RI.8</p> <p>Informative Writing</p>						<p>Unit 2 (22 Days)</p> <p><u>Mid-term: StudySync Benchmark #2 Test</u></p> <p><u>Focus Standards for Benchmark #2:</u></p> <p>9th - all language standards; RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8</p> <p>10th - all language standards; RL.1, RL.2, RL.3, RL.4, RI.4, RI.5, RI.6, RI.8</p> <p>Narrative Writing</p>				

4th 9 Weeks (43 Days)

9 Weeks at a Glance	1 March 18-21	2 April 1-5	3 April 8-12	4 April 15-19	5 April 22-26	6 April 29 - May 3	7 May 6-10	8 May 13-17	9 May 20-24 (May 23 - Admin Day)

Unit	<p style="text-align: center;">Unit 3- this unit starts after Unit 2 and goes to the end of year due to interruption with testing</p> <p style="text-align: center;"><u>Focus Standards for 3rd District Progress Benchmark:</u></p> <p style="text-align: center;">9th - all language standards; RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.8, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8</p> <p style="text-align: center;">10th - all language standards; RL.4, RL.5, RL.6, RL.7, RI.1, RI.2, RI.3, RI.4</p> <p style="text-align: center;">Argumentative Writing</p> <p>**The following standards should be taught (at teacher's discretion) in any of the above units since they are not specifically tested on any district benchmarks: RL7, 9 RI 7,8,9 AND L6</p> <p>***All speaking/listening standards should be taught through collaboration in class.</p>
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English I Skills List

BM 1	<p>RL 1 (also RI 1)</p> <ul style="list-style-type: none"> ● Choose evidence to support central idea <p>RL 3</p> <ul style="list-style-type: none"> ● Understand complex characters- how they react, develop, change and WHY <p>RL 4 (also RI 4)</p> <ul style="list-style-type: none"> ● Describe the tone of a selection of writing ● Choose the evidence that best creates or reflects the tone <p>L 1</p> <ul style="list-style-type: none"> ● Understand how a phrase impacts the meaning of a text <p>L 4</p> <ul style="list-style-type: none"> ● Determine the meaning of a word in context ● Choose the context clue that best shows the meaning of the word in context
BM 2	<p>RI 1</p> <ul style="list-style-type: none"> ● Choose the context clue that best shows the meaning of the word in context <p>RI 2</p> <ul style="list-style-type: none"> ● Describe a central idea of a passage ● Choose evidence to support central idea (also RI 1) ● Match evidence to the correct central idea when multiple of each presented (group and sort) <p>RI 3</p> <ul style="list-style-type: none"> ● Determine how an author's establishes his or her claim (text structure) ● Recognize contradictions between 2 informational texts on the same topic

	<ul style="list-style-type: none"> ● Determine proper sequencing to introduce a claim effectively ● Choose the most relevant argument <p>RI 5</p> <ul style="list-style-type: none"> ● Choose evidence to support author's argument ● Understand how an author's text structure supports his argument or central idea <p>RI 6</p> <ul style="list-style-type: none"> ● Determine author's attitude toward a subject (may be stated as author's POV) ● Determine an author's purpose for including a portion of the text <p>L2</p> <ul style="list-style-type: none"> ● Choose the correct phrase to replace another phrase ● Understand subjunctive mood and how to use correctly ● Use semicolon correctly to connect two independent clauses <p>L 4</p> <ul style="list-style-type: none"> ● Determine the meaning of the word in context ● Choose the dictionary definition of the word as it's used in the passage <p>RL 1</p> <ul style="list-style-type: none"> ● Choose evidence to support the mood of the text ● Choose evidence to support the theme <p>RL 2</p> <ul style="list-style-type: none"> ● Determine the theme of the text ● Analyze the development of the theme (how does one section contribute to the overall theme) <p>RL 3</p> <ul style="list-style-type: none"> ● Describe a complex character's emotions <p>RL 4/ L 5</p> <ul style="list-style-type: none"> ● Analyze how language is used to create a specific mood ● Determine what a phrase suggests in context (figurative, verbal irony, etc.) ● Determine what a phrase suggests about a character ● Determine if figurative language is present ● Determine if figurative language advances the plot ● Determine what effect language creates ● Choose impactful phrases to improve imagery in a written expression <p>RL 5</p> <ul style="list-style-type: none"> ● Understand how an author's creative choices (characterization, plot, passage of time, etc.) create mystery, tension, or surprise ●
BM 3	<p>RL 1</p> <ul style="list-style-type: none"> ● Choose evidence to support theme <p>RL 2</p> <ul style="list-style-type: none"> ● Determine which sentence states a theme

RL 3

- Understand complex characters- how they react, develop, change and WHY
- Choose evidence to support theme (also RL 1)

RL 4

- Describe the tone of a selection of writing (also formal and informal)
- Determine meaning of words and phrases in context (figurative and connotative)
- Analyze impact of specific word choices on meaning and characters

L 1

- Use various types of phrases to add variety (specifically absolute phrases)

L 2

- Choose transitions appropriate for the discipline (really W T 2b)

L 4

- Determine the meaning of the word in context

L 5

- Analyze nuances in meaning of words with similar denotations