

GBCS Curriculum			GRADE: 9-12		SUBJECT: Basic English			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Literary Introduction	4-6 weeks	Fiction Novel Unit	<p>EE.RL.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.</p> <p>EE.RL.11-12.2: Recount the main events of the text which are related to the theme or central idea.</p> <p>EE.RL.11-12.3: Determine how characters, the setting or events change over the course of the story or drama.</p> <p>EE.RL.11-12.4: Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.</p> <p>EE.RL.11-12.5: Determine how the author's choice of where to end the story contributes to the meaning.</p> <p>EE.RL.11-12.6: Determine the point of view when there is a difference between the author's actual language and intended meaning</p> <p>EE.RL.11-12.7: Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.</p> <p>EE.RL.11-12.9: Demonstrate explicit understanding of recounted versions of foundational works of American literature.</p> <p>EE.RL.11-12.10: Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems</p> <p>EE.SL.11-12.1: Engage in collaborative discussions. A. Prepare for discussions by collecting information on the topic. B. Work with peers to set rules and goals for discussions. C. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. D. Respond to agreements and disagreements in a discussion.</p>	How do you understand the sequence of the story (plot diagram)? How does the author develop the characters over the course of the story?	<p>Students will create plot diagrams during and after the reading.</p> <p>Students will analyze character traits and development.</p>	<p>Theme, Exposition, Rising Action, Climax, Falling Action, Resolution, Irony, Point of View, Conflict Styles (man vs. man, man vs. nature, man vs. self, man vs. society), character types (dynamic, flat, round, protagonist, static, antagonist), Inference</p>	<p><i>Novels:</i>  <i>The Boy in the Striped Pajamas</i>  <i>Peak</i>  <i>The City of Ember</i>  <i>Bud, Not Buddy</i>  <i>Hatchet</i>  <i>Stargirl</i>  <i>13 Reasons Why</i>  <i>If You Give a Boy a Gun</i></p>	Comprehension tests, formative and summative assessments throughout
Written Expression	2 weeks	Perfect Paragraph	<p>EE.W.11-12.2: Write to share information supported by details: A. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate</p> <p>EE.W.11-12.4: Produce writing that is appropriate to a particular task, purpose, and audience.</p> <p>EE.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p> <p>EE.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p> <p>EE.L.11-12.2.a: Demonstrate understanding of conventions of Standard English: Demonstrate conventions of Standard English including capitalization, ending punctuation, and spelling when writing.</p> <p>EE.L.11-12.2.b: Demonstrate understanding of conventions of Standard English: Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</p>	How do you organize a perfect paragraph? How does an outline or rubric guide my writing?	Students will draft, write and edit a perfect paragraph. Students will use a checklist to guide their writing process.	<p>Topic Sentence, Detail Sentences, Conclusion, Capital Letters, Punctuation, Transitions, Brainstorm, Draft, Revise, Edit, Final Copy</p>	Benchmark Writer's Workshop Grade 5	Brainstorm, sentence checks, revising/editing checklists and final paragraph graded with perfect paragraph rubric

Reading Comprehension	2-4 weeks	Individualized Reading Instruction	<p>EE.L.11-12.4.a: Demonstrate knowledge of word meanings: Use context to determine the meaning of unknown words.</p> <p>EE.L.11-12.4.b: Demonstrate knowledge of word meanings: Identify and use root words and the words that result when affixes are added or removed.</p> <p>EE.L.11-12.4.d: Demonstrate knowledge of word meanings: Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p> <p>EE.L.11-12.5.a: Demonstrate understanding of word relationships and use: Interpret simple figures of speech encountered while reading or listening.</p>	<p>What is the author's purpose?</p> <p>How do I determine the meaning of unknown words while reading? What is the main idea and how do I use text evidence to support that?</p>	<p>Students will identify the main idea of a text.</p> <p>Students will determine the meaning of unknown words in a text.</p> <p>Students will read a text and know the author's purpose.</p>	<p>Decoding, context clues, content level vocabulary, inferences, reader's purpose, author's purpose, point of view, drawing conclusions, summarizing, compare/contrast, cause/effect, problem/solution, sequence, text features, suffixes/prefixes, main idea, text features</p>	<p>Common Core ELA Short Reads for Finding Text Evidence: Grades 3, 4 and 5</p> <p>Text Connections Myths from Long Ago and Far Away</p> <p>Reading Comprehension &amp; Writing Response Grades 4-5</p> <p>Differentiated Nonfiction Reading All Grades</p>	<p>Formative and Summative assessments before/during and after reading.</p>
Reading Fluency	2 weeks	Reader's Theater	<p>EE.L.11-12.4.a: Demonstrate knowledge of word meanings: Use context to determine the meaning of unknown words.</p> <p>EE.L.11-12.4.b: Demonstrate knowledge of word meanings: Identify and use root words and the words that result when affixes are added or removed.</p> <p>EE.L.11-12.5.a: Demonstrate understanding of word relationships and use: Interpret simple figures of speech encountered while reading or listening.</p> <p>EE.L.11-12.4.d: Demonstrate knowledge of word meanings: Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	<p>How can I make characters speak through expression?</p> <p>How does fluency help with comprehension?</p>	<p>Students will read at a fluid pace while invoking the meaning and feeling of a text.</p>	<p>fluency, speed, accuracy, expression</p>	<p><i>Reader's Theater Versions</i></p> <p><i>The Odyssey</i></p> <p><i>Romeo and Juliet</i></p> <p><i>War of the Worlds</i></p> <p><i>Around the World in 80 Days</i></p> <p><i>The Necklace</i></p>	<p>Formative and Summative assessments, fluency rubric</p>

Written Expression	3-4 weeks	Biography/Memoir	<p>EE.W.11-12.2: Write to share information supported by details: A. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.</p> <p>EE.W.11-12.3.a: Write about events or personal experiences: Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p> <p>EE.W.11-12.3.c &amp; e: Write about events or personal experiences. C. Organize the events in the narrative using temporal words to signal order and add cohesion. E. Provide a closing.</p> <p>EE.W.11-12.4: Produce writing that is appropriate to a particular task, purpose, and audience.</p> <p>EE.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p> <p>EE.W.11-12.9: Cite evidence from literary or informational texts.</p> <p>EE.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p> <p>EE.W.11-12.3.d: Write about events or personal experiences: Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p>	<p>What makes someone a good subject for a biography? How do I find information about my subject? How do I know what facts to include in my biography?</p> <p>How can I use photographs and objects to make connections to my important life events or experiences? How do I organize my ideas for a memoir?</p>	<p>Students will listen to read alouds to identify that biographies start with a strong hook, tell a person's birth date and birthplace, and tell important events about a person's life. Students will choose a subject and research information about their subject. Students will use direct quotes and cite their source. Student will draft, edit and produce a biography. Student will use a rubric to guide their writing process.</p> <p>Students will use a timeline to brainstorm a memoir.</p>	<p>Topic Sentence, Detail Sentences, Conclusion, Capital Letters, Punctuation, Transitions, Brainstorm, Draft, Revise, Edit, Final Copy</p>	<p>Benchmark Writer's Workshop Grade 5</p>	<p>Brainstorm, sentence checks, revising/editing checklists and final paragraph graded with biography/memoir rubric</p>
Written Expression	3-4 weeks	Informational/Persuasive Letter	<p>EE.W.11-12.2.b: Write to share information supported by details: Develop the topic with relevant facts, details, or quotes.</p> <p>EE.W.11-12.6: Use technology, including the Internet, to produce, publish and update an individual or shared writing project.</p> <p>EE.W.11-12.7: Conduct research projects to answer questions posed by self and others using multiple sources of information.</p> <p>EE.W.11-12.8: Write answers to research questions by selecting relevant information from multiple resources.</p> <p>EE.SL.11-12.5: Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.</p>	<p>How do I choose a topic? How do I research or learn more about my topic?</p> <p>How do I take a position for or against a topic? How do I find information to support my argument?</p>	<p>Students will brainstorm ideas for informational reports using science and social studies topics. Students will develop a research question. Students will keep track of notes and sources when researching. Students will rewrite to avoid plagiarizing. Students will use direct quotes and cite their</p>	<p>Topic Sentence, Detail Sentences, Conclusion, Capital Letters, Punctuation, Transitions, Brainstorm, Draft, Revise, Edit, Final Copy</p>	<p>Benchmark Writer's Workshop Grade 5</p>	<p>Brainstorm, sentence checks, revising/editing checklists and final paragraph graded with informational/persuasive letter rubric</p>
Reading Comprehension	4 weeks	Informational Text	<p>EE.RI.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p> <p>EE.RI.11-12.2: Determine the central idea of a text; recount the text.</p> <p>EE.RI.11-12.3: Determine how individuals, ideas, or events change over the course of the text.</p> <p>EE.RI.11-12.4: Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.</p> <p>EE.RI.11-12.5: Determine whether the structure of a text enhances an author's claim.</p> <p>EE.RI.11-12.6: Determine author's point of view and compare and contrast it with own point of view.</p> <p>EE.RI.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p> <p>EE.RI.11-12.8: Determine whether the claims or reasoning enhance the author's argument in an informational text.</p> <p>EE.RI.11-12.9: Compare and contrast arguments made by two different texts on the same topic.</p> <p>EE.RI.11-12.10: Demonstrate understanding while actively reading or listening to literary nonfiction.</p>	<p>How can reading nonfiction help us to explore and understand our world? Why do we use various text features and structures in nonfiction? How does understanding the author's purpose help us learn new information?</p>	<p>Students will read to gain knowledge that helps them understand themselves and their world. Students will break down parts of texts to understand what an author is saying. Students will read to help understand different perspectives. Students will use features and structures of text to navigate, understand and apply information.</p>	<p>Cause/Effect, Sequence, Problem/Solution, Compare/Contrast, Descriptive, Point of View, Main Idea, Analyze, Author's Purpose, Genre, Text Features, Draw Conclusions</p>	<p>Scholastic Action Magazine</p>	<p>Formative and Summative assessments before/during and after reading.</p>