

Ohio's Learning Standards are the defacto curriculum for ELGLISH 9 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 9 How Does Communication Change Us Unit

Big Questions: Is Conflict Necessary?, How Does Communication Change Us?

Fiction (4 selections)

- “The Jade Peony”
- “The Most Dangerous Game” **OR** “American History”
- “The Scarlet Ibis”
- “The Golden Kite, the Silver Wind”

Nonfiction (8 selections)

- from* “Nothing to Fear: Lessons in Leadership from FDR”
- from* “Radio Address on Drought Conditions”
- “Spanish-English Dictionary User Guide”
- “State of Georgia Job Application”
- “Carry Your Own Skis”
- “The Eagle, Ben Franklin, and the Wild Turkey”
- “The Universal Declaration of Human Rights”
- from Silent Spring*

Poetry (6 poems)

- “Uncoiling” “Jabberwocky” “The Raven” “The Eagle”
- “The War Against the Trees” “I, Too”

Speech (1 selection)

- “I Have a Dream”

Novel/Nonfiction (1 selection)

- Teacher choice (Appendix B of Ohio’s Learning Standards has an Exemplar list.)

Optional Informational/Explanatory Writing Prompt: The writing assignment in the curriculum resources is the former capstone writing assignment for grade 9. You may still use this valid assignment, or replace it with informational/explanatory writing pieces of your choice.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 9**

How Does Communication Change Us Unit

Unit/Topics	Periods	Common Core State	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: Is Conflict Necessary?</p> <p>1. Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> Nonfiction Note-taking Close reading Informal writing Evaluating credibility Comparing informational texts • Timed writing • • • • • • 	<p>Week 1 Periods: 3</p>	<p>RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 W.9-10.2 • W.9-10.3 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • • • • • • •</p>	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • The Big Question pp. 194-195 • “Nothing to Fear: Lessons in Leadership from FDR” pp. 567-568 • “Radio Address on Drought Conditions” pp. 569-570 • Test Practice: Informational Texts p. 571 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Reading Nonfiction Critically pp. 594-599 <p>Technology</p> <p>Interactive Digital Path</p> <p>Big Question Video</p> <p>Introducing the Big Question: Is Conflict Necessary?</p>	<p>Reading</p> <ul style="list-style-type: none"> • Reading Nonfiction Critically (nonfiction) • “Nothing to Fear: Lessons in Leadership from FDR” (nonfiction) • “Radio Address on Drought Conditions” (nonfiction) • Critical Listening (nonfiction) <p>Writing</p> <p>Journal writing: What is Conflict?</p> <p>Journal writing: Is Conflict Necessary?</p> <p>Timed writing</p> <p>Speaking and Listening</p> <p>Whole group discussion</p> <p>Partner discussion</p> <p>Small group discussion</p> <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary Music Games • Worksheets • •

			<ul style="list-style-type: none"> Vocabulary Central 	<p>Assessments</p> <ul style="list-style-type: none"> Class Discussion: What is the conflict within either of FDR’s writings? How do we know? Provide specific details from either text to indicate knowledge of the primary conflict. This knowledge of the conflict leads the reader to the overall purpose of the writing. In a short essay or journal entry, have the students evaluate Roosevelt’s argument to determine if any generalizations are supported by evidence. Then, the students should assess the strength of that evidence. <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Using FDR’s “Radio Address on Drought Conditions,” have students (in pairs or separately) “Close Read” the text and determine the following: FDR’s purpose for the speech, his credibility as a speaker (ethos), his audience, his overall argument, the argument’s logic (logos), supporting evidence, and his use of emotional appeals (pathos). Have the students create a chart that analyzes either of FDR’s writings for its language. The chart should include items such as from the first seven sentences by breaking each into the following: first five words of the sentence, list of verbs used, list of all adjectives used, list any special rhetorical features that you notice such as repetition, verbs at the end of the sentences, metaphor and other figurative language. Once the chart is complete, the students should write a brief essay or participate in class discussion regarding the significance of their findings.
<p>2. Reading Literature, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> Fiction Conflic t 	<p>Weeks 1-2 Periods: 5</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.6 RL.9-10.10 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> The Short Story: Genre Study pp. 196- 	<p>Reading</p> <ul style="list-style-type: none"> “The Jade Peony” (fiction) “Uncoiling” (poetry) <p>Writing</p> <ul style="list-style-type: none"> Student-created writing in which he/she

<ul style="list-style-type: none"> • Plot • Close reading • Setting as it relates to plot • Critical viewing • Determining word meaning through context • Tone • Audience • Purpose • Point of view • Symbolism • Theme • Research • Summarization • Oral report 		<ul style="list-style-type: none"> • W.9-10.2 • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.4 • L.9-10.5 	<p>197</p> <ul style="list-style-type: none"> • “The Jade Peony” pp. 200-209 • “Uncoiling” pp. 611-612 • Put Yourself in the Picture, Sentence Starters p. 199 <p><i>Unit 2 Resources</i> pp. 7-13; 14-16</p> <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • Model selections 	<p>discusses the types of conflict that Sek-Lung faces within the story</p> <ul style="list-style-type: none"> • Journal entry: Compare both texts for similarity in conflict, theme, personification, and metaphor. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Partner discussion • Oral report on author Wayson Choy’s dual heritage <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Open-book test • Class Discussion: What is the conflict of this story? How do we know what we know about the conflict? Provide supporting textual details. • In a detailed journal entry or longer essay, ask students to evaluate the plot, setting, and/or characters from “The Jade Peony” as it serves to develop the conflict within the story. • Have students complete a short story chart that asks them to identify and analyze the underlying theme of “The Jade Peony” and then examine the details of the story by listing them by “what it (detail) says,” “what it means,” and “why it’s important.” <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students will discuss the internal and external sources of conflict within the story and create their own examples in a short vignette or episode that can later be turned into a short story.
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<p>3. Reading Literature, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> Plot (exposition, rising action, climax, falling action, resolution) Conflict Close reading Determining word meaning through roots and affixes Determining word meaning through context Retelling a story Informal writing Inference 	Weeks 2-3 Periods: 5	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.10 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.4 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Before You Read pp. 210-211 “The Most Dangerous Game” pp. 214-236 OR “American History” pp. 240-252 “Jabberwocky” pp. 662-664 Literature in Context p. 233 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> “The Most Dangerous Game” pp. 23-40; 50-52 “American History” pp. 41-61 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> [Get Connected Video, Meet the Author, Background Video, Vocabulary Central, Reading Skill, Literary Analysis] <u>While You Read</u> (Warm-ups, Reading Selection, Critical 	<p>Reading</p> <ul style="list-style-type: none"> “The Most Dangerous Game” (fiction) OR “American History” (fiction) “Jabberwocky” (poetry) <p>Writing <i>from</i> “The Most Dangerous Game”</p> <ul style="list-style-type: none"> Journal writing: Image Essay p. 219: What does the wildness of the island in the picture reveal about the island setting? Literary analysis journal writing: With what external conflict is Rainsford suddenly confronted and what is the effect of this confrontation? Literary analysis journal writing: Explain how Rainsford’s discomfort in this passage is both internal and external conflict. <p><i>from</i> “American History”</p> <ul style="list-style-type: none"> Student-created inferences chart that unpacks the details provided by the story <p><i>from</i> “Jabberwocky”</p> <ul style="list-style-type: none"> Student writing that details the types of conflict that appear within the seemingly nonsensical poem “Jabberwocky” Student writing that compares the similarities in conflict within the poem and either of the short stories <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion Socratic Seminar Topic: Is Conflict Necessary in Everyday Life?

			Thinking Questions)	<p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments (Formative and Summative)</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing • Socratic Seminar • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Teacher models a think aloud about the plot of “The Most Dangerous Game.” • Have students discuss how changing “American History” from first person narration to third person omniscient narration would change the reader’s perspective of Elena. • Have the students read Robert Frost’s “Fire and Ice” p. 736 and compare thematically with “American History.” • As a class, discuss the emotions that Frost associates with fire and ice and why.
<p>The Big Question: How Does Communication Change Us? 4. Reading Literature, Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> • Brainstorming • Responding orally to the Big Question (whole group or individually) • Comparing/contrasting poetry with other genres • Figurative language: simile, personification • Imagery • Vocabulary • Poetry annotation • Close reading 	Weeks 3-4 Periods: 6	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RL.9-10.10 • RI.9-10.1 • RI.9-10.2 • W.9-10.3 • W.9-10.9 • W.9-10.10 • SL.9-10.1 • SL.9-10.4 • L.9-10.1 • L.9-10.2 • L.9-10.4 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • “The Eagle” p. 647 • “The Raven” pp. 710-714 <p><i>Unit 4 Resources</i></p> <ul style="list-style-type: none"> • Writing About the Big Question p. 149 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • Before You Read [Get Connected Video] • While You Read 	<p>Reading</p> <ul style="list-style-type: none"> • “The Raven” (poetry) • “The Eagle” (poetry) • “The Eagle, Ben Franklin, and the Wild Turkey” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Students research all of the birds which at one time were considered as a possible symbol for America. • Students select a bird from their research and write a paragraph in which they explain why that bird could have made a great choice as America’s symbol. • Students write a poem about one of the birds. They should attempt to emulate the style and format of Tennyson’s poem.

<ul style="list-style-type: none"> • Research • Informal writing • Creative writing • Narrative poem • Rhyme • Tone • Sound devices • Mood • Paraphrasing • Inference • Setting • Character 		<ul style="list-style-type: none"> • L.9-10.5 	<p>(Warm-ups, Reading Selection, Critical Thinking Questions)</p> <ul style="list-style-type: none"> • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Speaking & Listening) <p>Websites</p> <ul style="list-style-type: none"> • National Park Service reading about ravens www.nps.gov/jote/nature/science/ravens.htm <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • Model lesson for “The Eagle” and “The Raven” 	<ul style="list-style-type: none"> • Students record thoughts and reactions to “The Raven” in a reading journal. • Students paraphrase stanzas from “The Raven.” <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Reader’s theatre production of “The Raven” <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheet <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Critical thinking questions • Discussion • Writing activities
<p>The Big Question: Is Conflict Necessary?</p> <p>5. Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> • Structure and format • Reading tables • Close reading • Critical listening and speaking • Timed writing 	<p>Week 5 Periods: 2</p>	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.5 • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Informational Texts: Real-Life Reading p. 376 • “Spanish-English Dictionary User Guide” pp. 377-378 • “State of Georgia Job Application” pp. 379-380 • Test Practice: Informational Texts p. 381 	<p>Reading</p> <ul style="list-style-type: none"> • “Spanish-English Dictionary User Guide” (nonfiction) • “State of Georgia Job Application” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Timed writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <ul style="list-style-type: none"> • Conventions of standard English when writing or speaking • Acquisition of vocabulary <p>Assessment</p> <ul style="list-style-type: none"> • Comparing informational texts according to their function, structure, and format

				<p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students create a schedule or a brochure. • Students complete a sample job application with a partner. • Provide students with sample college applications. Discuss the differences and similarities between job applications and college applications. Give students time to complete a sample college application.
<p>6. Reading Literature, Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> • Close reading • Theme • Compare/contrast • Determining word meaning through context • Determining word meaning through dictionary and/or glossary usage • Mood • Genre • Symbolism and allegory • Critical listening and speaking • Informal writing 	<p>Week 6 Periods: 5</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.4 • RI.9-10.1 • RI.9-10.2 • W.9-10.2 • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.4 • L.9-10.5 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Comparing Literary Works pp. 382-383 • “The Scarlet Ibis” pp. 384-395 • “The Golden Kite, the Silver Wind” pp. 396-400 • After You Read p. 401 • “The War Against the Trees” pp. 637-638 • “Carry Your Own Skis” pp. 522-526 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • “The Scarlet Ibis” and “The Golden Kite, the Silver Wind” pp. 205-221 <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • “Carry Your Own Skis” pp. 127-144 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> (Comparing Texts, Vocabulary Central, The Big Question) • <u>While You Read</u> (Reading Selections, Critical Thinking Questions) 	<p>Reading</p> <ul style="list-style-type: none"> • “The Scarlet Ibis” (fiction) • “The Golden Kite, the Silver Wind” (fiction) • “The War Against the Trees” (poetry) • “Carry Your Own Skis” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal writing: What details about the flowers, weeds, and the oriel nest in the opening paragraph of “The Scarlet Ibis” symbolize death? • Students write a response to the picture on p. 389 (“The Scarlet Ibis”) that examines what the reader can infer about the brothers’ relationship from the illustration and the details in the story. • Symbolism/Allegory analysis chart p. 401 • Student-written essay comparing conflict (through symbolism/allegory) in “The Scarlet Ibis” and “The Golden Kite, the Silver Wind.” How does the author’s choice of genre affect the reader’s understanding of the stories? <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion: Students will compare one of the short stories with the persuasive essay “Carry Your Own Skis” and analyze the use of conflict present in each and how each functions. For example, “Carry Your Own Skis” contains significant external conflict in the form of man versus nature; how does this compare with the primary conflict in either story?

			<ul style="list-style-type: none"> • <u>After You Read</u> (Skill Questions) 	<p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing • Selection tests <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students chart the symbols from the stories, their qualities, and their meanings as representations to leaders and events of the Cold War. • Students write an essay in which they compare the use of symbols in each story. • The students will participate in a Fishbowl type of seminar in which they compare the poem “The War Against the Trees” and either short story.
<p>7. Reading for Literature, Reading for Informational Text, Writing, Speaking and Listening, Language</p> <p>This informational/explanatory writing assignment is also part one of the senior capstone assignment.</p> <ul style="list-style-type: none"> • Prewriting • Brainstorming • Defining social justice • Comparing/contrastin g Socratic seminar • Analysis of historical documents • Research Analysis of poetry • Perspective • 	<p>Weeks 7-8 Periods: 7</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RI.9-10.1 • RI.9-10.2 • RI.9-10.5 • RI.9-10.7 • RI.9-10.8 • W.9-10.2 • W.9-10.5 • W.9-10.6 • W.9-10.7 • W.9-10.8 • W.9-10.9 • SL.9-10.1 • SL.9-10.4 • SL.9-10.5 • SL.9-10.6 • L.9-10.1 • L.9-10.2 • L.9-10.3 	<p>Textbook (hard copy or eBook) <i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 12 <p><i>Literature</i></p> <ul style="list-style-type: none"> • from <i>Silent Spring</i> • “I Have a Dream” <p>On-line resources</p> <ul style="list-style-type: none"> • “The Universal Declaration of Human Rights” • Conducting a Socratic Seminar • The Purdue Online Writing Lab • “I,Too” by Langston Hughes 	<p>Writing</p> <ul style="list-style-type: none"> • Writing Informational/Explanatory Text • Response to critical thinking questions about “The Universal Declaration of Human Rights” • Student-created source pages, quotation pages, and summary pages • Student-written claim statement • Student-written sentence outline <p>Reading Literature</p> <ul style="list-style-type: none"> • “I, Too” (poem) <p>Reading Informational Text</p> <ul style="list-style-type: none"> • “The Universal Declaration of Human Rights” • from <i>Silent Spring</i> • “I Have a Dream” (speech)

<ul style="list-style-type: none"> • Choosing a topic • Writing a claim statement • Drafting • Crating a sentence outline • Creating and evaluating claim statements • Phrases and clauses • Punctuation, capitalization, and spelling • Style 				<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole class discussion <p>Language</p> <ul style="list-style-type: none"> • Conventions of standard English when writing and speaking <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Show the Writers in Action video from the <i>Writing and Grammar</i> online text • Chapter 12 of <i>Writing and Grammar</i>
<p>8. Reading for Literature, Reading for Informational Text, Writing, Speaking and Listening, Language</p> <p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p>Weeks 8-9 Periods: 7</p>	<p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p>Novels/Fiction/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> • Achebe, Chinua. <i>Things Fall Apart</i> • Alvarez, Julia. <i>In the Time of Butterflies</i> • Angelou, Maya. <i>I Know Why the Caged Bird Sings</i> • Bradbury, Ray. <i>Fahrenheit 451</i> • Henry, O. “The Gift of the Magi” • Henry, Patrick. “Speech to the Second Virginia Convention” • Homer. <i>The Odyssey</i> • Ionesco, Eugene. <i>Rhinoceros</i> • King, Jr., Martin L. “Letter from Birmingham Jail” • Lee, Harper. <i>To Kill a Mockingbird</i> • Lincoln, Abraham. “Gettysburg Address” • Ovid. <i>Metamorphoses</i> • Quindlen, Anna. “A Quilt of a Country” • Shakespeare, William. <i>The Tragedy of Macbeth</i> • Steinbeck, John. <i>The Grapes of Wrath</i> 	<p>Reading</p> <ul style="list-style-type: none"> • The reading assignment will be either fiction or nonfiction depending upon teacher choice. <p>Writing</p> <ul style="list-style-type: none"> • Journal writing • In-class essays • Creative writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion • Pair work <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities • Integrated grammar and usage activities <p>Assessments</p> <ul style="list-style-type: none"> • Portfolio projects • Multimedia presentations • Tests/quizzes <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Teacher-modeled reading strategies • Students write a different ending for a story. • Students create and perform a scene based on a section of the reading. • Students will write letters to the author or main characters in the books asking them to unpack their motivations.

			<ul style="list-style-type: none"> • Tan, Amy. <i>The Joy Luck Club</i> • Turgenev, Ivan. <i>Fathers and Sons</i> • Washington, George. "Farewell Address" • Williams, Tennessee. <i>The Glass Menagerie</i> • Wright, Richard. <i>Black Boy</i> • Zusak, Marcus. <i>The Book Thief</i> <p>*The above is not meant to be a required reading list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards, your choice should be similar in complexity and quality to the titles on the list above. For detailed information on text complexity, access Appendix B of the Common Core State Standards using the following link: www.corestandards.org/assets</p>	
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* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

Standards: **RL = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language