

Month	Cambridge Objectives	Core Standards	Skills	Resources	Assessments
August/ September	R1, R2, R3, R4, W2, W3, W4, W5	RI.9.1, RI.9.2, RI.9.3, RI.9.4, RI.9.5, RI.9.6, W.9.1, W.9.2, W.9.3, W.9.4	<i>(not skills, but need to cover at start of year) : Intro to class, Go Over Rules and Class Procedures, Introduction to Library, Star Reading Tests</i> Main Skills of Lesson in Bold Unit 1: Respond to Reading Response to Reading, Reading for Inference, Reading for Effects, Summary, Persuasive Writing, Descriptive Writing (1) Comprehension, Developing a Response to Reading, Identifying Writers' Effect, Complex Sentences, Genre Transformation (2) Comprehension, Response to Reading, Selecting Material, Developing Material, Recognizing Style(3) Responding to Reading, Analyzing Effects, Genre Transformation, Descriptive Writing, Informative Writing(4)	Advertisement Handouts: Cruising the Caribbean, European Express Textbook(short story, "Most Dangerous Game", pg. 38), and News Report Structure Handout Handout: Monty's Method- newspaper article, Worksheet for Monty's Method, Review Writing Structure Handout Handouts: Magazine Travel Articles	Students write letter to friend (a page), Students write a short profile (half a page). Students will turn simple sentences (chosen by teacher) from story into complex sentences, Students will write a news report with a headline for the story(3/4 to one page). Students will complete worksheet, Students will write newspaper article on school paper based on visit to see Monty Roberts (one page). Students will write an introduction to the city of Tokyo for a fictitious guide booka page to a page and a half).
September/ October	R4, W1, W5	RL.9.4, W.9.3, W.9.5	Unit 2: Stylistic Effects Identifying Writers' Effects, Narrative Devices, Use of Dialog, Punctuation, and Revision (5) Identifying Writers Effects, Making Inferences, Narrative Structure, Using Imagery, Identifying Irony (6)	Textbook (short story, "The Scarlet Ibis," pg. 592) Handout of Short Story, "The Pedestrian"	Students will write a short dialog between themselves and the narrator about how he feels at the end of the story (about a page). Students are to write an opening paragraph to a story set in a city in the future.

	R4, W1, W5	RL.9.4, W.9.3, W.9.5	Identifying and Explaining Writers Effects , Vocabulary Building, Descriptive Writing, and Explaining Writer's Effects(7)	Handouts of 3 Short Stories' Excerpts and Worksheets	Students will complete worksheets and write a response to one of the excerpts creates the effects of isolation and threat (about a page).
	R4, W1, W5	RL.9.4, W.9.3, W.9.5	Identifying Writer's Effects, Forming an Overview , Descriptive Structure, Descriptive Language(8)	Handout of "An Opening of a Novel," and Descriptive Writing Handout	Students will write a descriptive composition of a building that they are revisiting for the first time in several years (a page to a page and a half).
October/ November	R3, W2, W5	RI.9.2, W.9.2	Unit 3: Summary Selecting Material, Sequencing Material, Summary Style , Vocabulary Building, Concession, Paraphrasing, Making Inferences, News Reporting(9)	Informative Text Handouts, Summary Writing Process Handout	Write a half page summary for a text.
	R3, W2, W5	RI.9.2, W.9.2	Summary, Style Analysis , Vocabulary Building, Advertising Language, Complex Sentences (10)	Handouts of Newspaper and Internet News Reports and Worksheet	Write a paragraph advertisement for TV or a Magazine and a 1 Page Summary.
	R3, W2, W5	RI.9.2, W.9.2	Summary , Selecting Material, Paraphrasing, News Report Style, Summary Style (11)	Handouts of News Reports	Students will write a 1 paragraph news bulletin and an informative leaflet.
	R3, W2, W5	RI.9.2, W.9.2	Summary , Discussion, Selecting Material, Argument Style, Discursive Writing(12)	Handout of Speeches For and Against the Internet	Students will write a summary of the benefits and dangers of the internet (one page).
November/ December	W1- W5, R1, R3	W.9.1- W.9.5, RI.9.1- RI.9.3	Unit 4: Directed Writing Dialog and Speech Writing , Selecting Material, Adopting a Voice, Vocabulary Building, Developing Material, and Collating Material (13)	Textbook ("I have a Dream" speech pg. 440, "Glory and Hope" speech pg. 445), and Handouts of Rosa Parks' Letters	Students will write a dialog between Martin Luther King and Nelson Mandela (a page and a half) and write a funeral eulogy (one page).
	W1- W5, R1, R3	W.9.1- W.9.5, RI.9.1-	Selecting Material , Structuring	Personal and Informative	Students will write a dialogue

		RI.9.3	Material, Genre Transformation, Vocabulary Building, Developing Material, Collating Material, Discursive Writing(14)	Passages Handout and Formal Letter Structure Handout	between cousins living in different countries (a page and a half) and write a formal letter from employee to boss (a page and a half).
	W1- W5, R1, R3	W.9.1- W.9.5, RI.9.1-RI.9.3	Genre Transformation, Persuasive Writing, Selecting Material, Developing Material, Evaluating Material, Summarizing Material(15)	Newspaper Articles and Formal Report Structure Handout	Students will write a summary (one to two paragraphs), descriptive account of a day in as student's life (about a page), and a persuasive speech (3/4 of a page).
January/ February/ March	W1, W3-W5, R4	W.9.1, RI.9.4-9.6	Unit 5: Continuous Writing Argumentative Writing, Summary, Structuring Argument, Supporting Views, Persuasive Devices, Evaluating Argument, Adopting Viewpoints, Group Discussion(17)	Magazine Articles, Website Handout Argument Writing Structure Handout	Students will write a formal letter (a page and a half) and an argument composition (350 to 450 words).
	W1, W3- W5, R4	W.9.1, RI.9.4-9.6	Argumentative Writing, Discursive Writing, Summarizing, Identifying Material, Collating Material, Rhetorical Devices, Group Discussion(18)	Newspaper Articles, Rhetorical Devices Handout, and Argument Writing Structure Handout	Students will write a summary (no more than 100 words) and an argument composition (about a page).
	W3-W5, R4	W.9.3, RL.9.4-9.5	Descriptive Writing, Figurative Language(19)	Video, Worksheet, Generic Mark Schemes from CIE Teacher Support Website	Students will complete worksheet and write a 500 word descriptive composition
	W3-W5, R4	W.9.3, RL.9.4-9.5	Narrative Writing, Narrative Planning, Narrative Openings(21)	Aspects of Narrative Handout, Handouts of Accounts of a Mountaineering Accident and Textbook (eyewitness account, "Into Thin Air" pg. 539).	Students will write a narrative composition of 500 to 800 words.
	W3-W5, R4	W.9.3, RL.9.4-9.5	Narrative Writing, Narrative Structure, Identifying Irony, Summarizing, Editing, Analyzing Writers' Effects(22)	Handouts of Animal Fables, Narrative Writing Structure Handout, and Textbook (fable, "The Princess and The Tin Box" pg.192).	Students will write a synopsis of a plot of a mover (half a page), a mini-saga (50 words), and a modern version of a fable (350 to 400 words).

March/ April/ May	W1 and W2 TBD	W.9.7-W.9.9 TBD	Unit 6: Research Paper and Course Work Research Paper Course Work <i>The italic numbers in parentheses correspond to the Unit Numbers in the Cambridge Teacher's Resource Book. The Book Contains Unit Lesson plans for each.</i>	TBD TBD	Length of paper TBD TBD