

# Unit 08 Independent Reading/Writing

Content Area: **English**  
Course(s): **English 1**  
Time Period: **Semester 2**  
Length: **5 weeks**  
Status: **Published**

## Unit Introduction

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Students will self-select texts based on personal preference. Students will use knowledge and skills from previous units to analyze literature, including making claims and supporting with evidence.

## Progress Indicators for Reading Literature

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|----------------|---|
| LA.RL.9-10.10a | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.  |

## Progress Indicators for Reading Informational Text

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|----------------|--|
| LA.RI.9-10.10a | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.RI.9-10.10b | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.                           |

## Progress Indicators for Writing

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| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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## Progress Indicators for Speaking and Listening

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| LA.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.   |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |

## Progress Indicators for Language

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LA.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Essential Questions

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- How can words in context help a person communicate more effectively in the world?
- How do the part of speech and the context clues help in correct use of new or unfamiliar vocabulary words?
- How do the author's life, culture, time period and worldview impact the subject matter?
- What elements of the human experience transcend cultures to present universal themes?

## Content/Skills

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1. Words in Context and Rhetorical/Literary Terms

2. Possible Literature Selections:

Student Selected Texts

## Technology

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TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.