<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIT OF STUDY</th>
<th>CONTENT</th>
<th>SUGGESTED WRITING COMPONENTS (refer to BCPS 2010-2011 Writing Plan)</th>
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<tr>
<td>3</td>
<td>Forming a Foundation for Reading</td>
<td>RD-H9-1.0.1, RD-H9-1.0.2, RD-H9-1.0.4, RD-H9-2.0.5</td>
<td>Writer’s Journal, Reading Response, Double Entry Journal, Open Response Question, Passage Based On-Demand Writing</td>
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<tr>
<td>Bullitt County Public Schools 2010 – 2011</td>
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</table>
| 4 5 6 7 8 9 | Interpreting Text (General Focus) | RD-H9-3.0.2  
RD-H9-3.0.3  
RD-H9-3.0.8  
RD-H9-3.0.9  
WR-HS-1.1.0 | Writer’s Journal  
Reading Response  
Double Entry Journal  
Open Response Question  
Technology Based Piece |
| 10 11 12 13 14 15 16 | Developing an Initial Understanding (Literary Focus) | RD-H9-2.0.7  
RD-H9-3.0.1  
RD-H9-3.0.6  
RD-H9-5.0.2  
RD-H9-1.0.3  
WR-HS-1.2.0 | Writer’s Journal  
Reading Response  
Double Entry Journal  
Open Response Question  
Literary Piece (monologue, short story, introductory letter, or poetry) |
| 17 18 19 20 21 22 | Developing an Initial Understanding (Informational Focus) | RD-H9-2.0.1  
RD-H9-2.0.4  
RD-H9-2.0.6  
RD-H9-3.0.7  
WR-HS-2.4.0  
WR-HS-3.6.0 | Writer’s Journal  
Reading Response  
Double Entry Journal  
Open Response Question  
Annotated Bibliography |
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<tbody>
<tr>
<td>Interpreting Text (Persuasive Focus)</td>
<td>RD-H9-3.0.4</td>
<td>WR-HS-1.1.0</td>
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<tr>
<td>• Accept/reject an argument</td>
<td>RD-H9-3.0.5</td>
<td>WR-HS-1.2.0</td>
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<td>• Analyze an argument</td>
<td>RD-H9-3.0.9</td>
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<td>• Give supporting evidence</td>
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<td>• Explain the appropriateness of an author’s content</td>
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<td>• Establish and maintain selected form and focused purpose</td>
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<td>• Communicate with an authentic audience</td>
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<td>• Incorporate persuasive techniques</td>
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<td>• Synthesize research to support ideas</td>
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<td>RD-H9-3.0.4</td>
<td>WR-HS-1.1.0</td>
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<td>RD-H9-3.0.5</td>
<td>WR-HS-1.2.0</td>
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<td>RD-H9-3.0.9</td>
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<td>Writer’s Journal</td>
<td>Open Response Question</td>
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<tr>
<td>Reading Response</td>
<td>Persuasive On-Demand (speech or editorial)</td>
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<tr>
<td>Double Entry Journal</td>
<td>Persuasive Piece (speech or editorial)</td>
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### Demonstrating a Critical Stance
- Compare and contrast literary genres
- Analyze literary devices
- Critique author’s word choice, style, tone or content
- Compare and contrast elements, views, ideas or events
- Analyze similar themes or ideas in more than one text
- Analyze organizational patterns
- Apply effective language choices
- Create unity in coherence
- Make connections (text to text, text to world, text to self)
- Formulate opinions

### RD-H9-4.0.1
RD-H9-4.0.2
RD-H9-5.0.1
RD-H9-5.0.3
RD-H9-5.0.4
RD-H9-5.0.5
RD-H9-5.0.6
RD-H9-5.0.9
WR-HS-2.3.0
WR-HS-3.5.0

### Writer’s Journal
- Reading Response
- Double Entry Journal
- Open Response Question
- Analysis or Book Review

### Suggested Reading for Forming a Foundation for Writing Unit:
- Proficient-level or higher on-demand letters (reference KDE, Kentucky Virtual Library, and New York Times Learning Network for examples)

### Suggested Reading for Forming a Foundation for Reading Unit:
- Proficient-level or higher reading-based on-demand student response (reference KDE, Kentucky Virtual Library, and New York Times Learning Network for examples)

### Suggested Reading for Interpreting Text (General Focus) Unit:
- *Fahrenheit 451* by Ray Bradbury
- *Animal Farm* by George Orwell
- “Address at the March on Washington” by Martin Luther King, Jr. (1963)
- “Second Inaugural Address” by Abraham Lincoln (1865)

### Suggested Reading for Developing an Initial Understanding (Literary Focus) Unit:
- *The Odyssey* by Homer
- *Romeo and Juliet* by William Shakespeare
- *Of Mice and Men* by John Steinbeck
- *The House on Mango Street* by Sandra Cisneros
Bullitt County Public Schools 2010 – 2011

- “The Most Dangerous Game” by Richard Connell
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Black Cat” by Edgar Allan Poe
- “The Road Not Taken” by Robert Frost

Suggested Reading for Developing an Initial Understanding (Informational Focus) Unit:

- Feature Articles (magazines, newspapers, web-based, etc.)
- Letters (reference KDE, Kentucky Virtual Library, and New York Times Learning Network for examples)
- Speeches (reference KDE, Kentucky Virtual Library, and New York Times Learning Network for examples)
- Editorials (reference KDE, Kentucky Virtual Library, and New York Times Learning Network for examples)

Suggested Reading for Interpreting Text (Persuasive Focus) Unit:

- Proficient-level or higher speeches and editorials (reference KDE, Kentucky Virtual Library, and New York Times Learning Network for examples)

Suggested Reading for Demonstrating a Critical Stance Unit:

- Professional-level literary critique examples
- Student literary critique examples
- Examples of compare and contrast essays