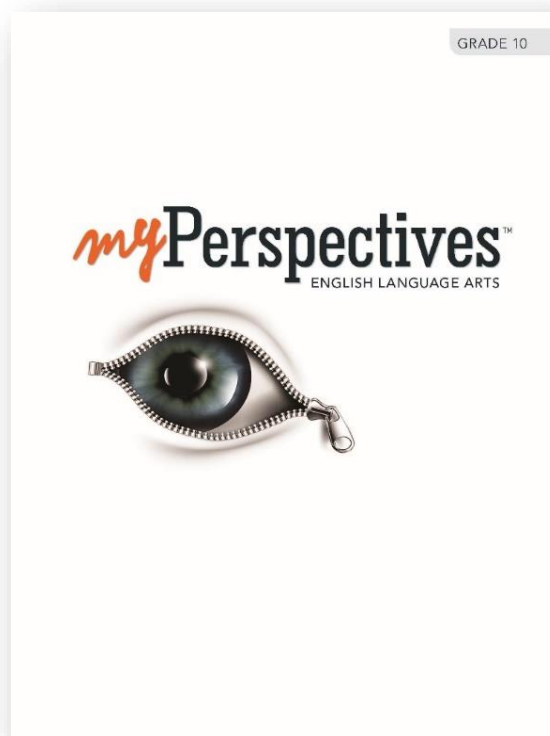


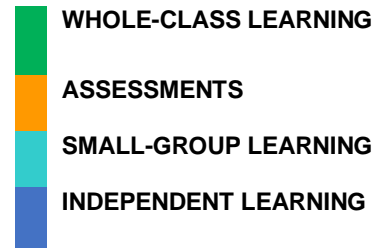
Grade 10 Unit Planning Guide



myPerspectives Unit Planning Guide

GRADE 10 | UNIT 1: **Inside the Nightmare**
 ESSENTIAL QUESTION: *What is the allure of fear?*
 PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**
 NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and the **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 1 Overview

In this unit, students will read about and discover what draws us to explore –and to enjoy – frightening things.

Unit Goals

Students will be able to:

- Evaluate written narratives by analyzing how authors introduce and develop the events in their writing.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- My Introduction to Gothic Literature (900L)

Whole-Class Learning

- Anchor Text, Short Story: *The Fall of the House of Usher*, Edgar Allan Poe (1410L)
- Anchor Text, Short Story: *House Taken Over*, Julie Cortazar (1030L)
- Media, Informational Graphic: *from How to Tell You're Reading a Gothic Novel-In Pictures*, Adam Frost and Zhenia Vasiliev

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Small-Group Learning

- Short Story: *Where is Here?*, Joyce Carol Oates (950L)
- Media, Photo Gallery: *from The Dream Collector*, Arthur Tress
- Interview: *Why Do Some Brains Enjoy Fear?*, Allegra Ringo (1180L)
- Poetry Collection: *beware: do not read this poem*, Ishmael Reed (NP)
- Poetry Collection: *The Raven*, Edgar Allen Poe (NP)
- Poetry Collection: *Windigo*, Louise Erdrich (NP)

Independent Learning

- Criticism: *How Maurice Sendak's "Wild Things" Moved Children's Books Toward Realism*, Gloria Goodale (1420L)
- Explanatory Nonfiction: *Sleep Paralysis: A Waking Nightmare*, (1090L)
- Short Story: *The Feather Pillow*, Horacio Quiroga, translated by Margaret Sayers Peden (990L)
- Newspaper Article: *Stone Age Man's Terrors Still Stalk Modern Nightmares*, Robin McKie (1180)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic:














In what ways does transformation play a role in stories meant to scare us?

Part 2 – Speaking & Listening: Informal Talk








After completing the final draft of their essay, students will use it as a foundation for a three- to five-minute informal talk.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the allure of fear.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 4-9	OVERVIEW Whole-Class Learning SE pp 10-11	SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe SE pp 12-22	SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe SE pp 22-32	SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe SE p 33
Unit Goals Students will deepen their understanding of scary literature by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary motivate; dimension; manipulate; psychological; perspective  Home Connection Letter  Spanish Home Connection Letter  Unit 1 Answer Key Launch Text Students will read “My Introduction to Gothic Literature” They will then be able to participate in discussions about the allure of fear. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network	Essential Question <i>What is the allure of fear?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	MAKING MEANING Concept Vocabulary annihilate; antiquity; fissure; dissolution; rending; tumultuous First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection  Selection Audio  The Fall of the House of Usher: Accessible Leveled Text STANDARDS RL.9-10.10	MAKING MEANING Read the Selection Comprehension Check Students complete comprehension questions.  The Fall of the House of Usher: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students research something that interests them from the text and formulate a research question. Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. STANDARDS	MAKING MEANING Analyze Craft & Structure Literary Style Students will record passages that exemplify elements of the Gothic literary tradition.  Analyze Craft and Structure: Literary Style  Analyze Craft and Structure: Literary Style (RP) STANDARDS RL.9-10.5






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<p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: How is an “American” identity created:</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>			<p>RL.9-10.1; RL.9-10.10</p>	
<p>myPerspectives ELL Support</p>				
<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 5)</p>		<p> Audio Summary</p> <p> The Fall of the House of Usher: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Compound-Complex Sentences (TE p 16)</p>	<p>Personalize for Learning English Language Support: Figurative Language (TE p 25)</p>	<p> Analyze Craft and Structure: Literary Style (RP) (TE p 33)</p> <p>Personalize for Learning English Language Support: Creating Mood (TE p 33)</p> <p> English Language Support Lesson: Mood (On Realize)</p>

iLit ELL Level E				
<p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p>	<p>iLit Library Tales of Edgar Allen Poe The Black Cat Loss of Breath The Masque of Red Death The Fall of the House of Usher</p> <p>Teacher Resources Language Conventions Practice: Compound and Complex Sentences, 107–112</p>	<p>iLit Library Tales of Edgar Allen Poe The Black Cat Loss of Breath The Masque of Red Death The Fall of the House of Usher</p> <p>Figurative Language (examples) Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p>	<p>iLit Library Tales of Edgar Allen Poe The Black Cat Loss of Breath The Masque of Red Death The Fall of the House of Usher</p> <p>Introduce Genre: Short Story Unit 2 Lesson 33: Read Aloud, Think Aloud</p>



DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe</p> <p>SE p 34</p>	<p>SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe</p> <p>SE p 35</p>	<p>SELECTION Anchor Text House Taken Over Julio Cortazar</p> <p>SE pp 36-42</p>	<p>SELECTION Anchor Text House Taken Over Julio Cortazar</p> <p>SE p 43</p>	<p>SELECTION Anchor Text House Taken Over Julio Cortazar</p> <p>SE pp 44-45</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: annihilate; antiquity; fissure; dissolution; rending; tumultuous</p> <p>Word Study: Denotation and Connotation Students complete activities related to Denotation and Connotation. Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.9-10.5; L.9-10.5.b</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Sentence Structure Students identify structures of sentences. Conventions: Sentence Structure Conventions: Sentence Structure (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST Selection Test: The Fall of the House of Usher</p> <p>STANDARDS L.9-10.1; L.9-10.1.b</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary spacious; unvoiced; obscure; recessed; vestibule; muffled</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio House Taken Over: Accessible Leveled Text</p> <p>STANDARDS RL.9-10.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p>Comprehension Check Students complete comprehension questions. House Taken Over: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research the origin of the story.</p> <p>STANDARDS RL.9-10.10</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure Literary Style Students will record passages that exemplify elements of Magical Realism. Analyze Craft and Structure: Literary Style Analyze Craft and Structure: Literary Style (RP)</p> <p>STANDARDS RL.9-10.5; RL.9-10.6</p>






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 Word Study: Denotation and Connotation (RP) (TE p 34)	 Conventions: Sentence Structure (RP) (TE p 35) Personalize for Learning English Language Support: Parts of Speech (TE p 35)	 Audio Summary  House Taken Over: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 38) Personalize for Learning English Language Support: Homonyms (TE p 39)		 Analyze Craft and Structure: Literary Style (RP) (TE p 45)
iLit ELL Level E				
iLit Library Tales of Edgar Allen Poe The Black Cat Loss of Breath The Masque of Red Death The Fall of the House of Usher Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary	iLit Library Tales of Edgar Allen Poe The Black Cat Loss of Breath The Masque of Red Death The Fall of the House of Usher Assignments: Grammar Study Plan Unit 2 Lessons 6–10: Part 5: Skill 5: Four Kinds of Sentences	iLit Library The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher Setting; Character; Plot Unit 2 Lesson 9: Read Aloud, Think Aloud Idioms Unit 2 Lesson 7: Vocabulary	iLit Library The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher Conduct Research Unit 5 Lesson 1: Whole Group	iLit Library The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text House Taken Over Julio Cortazar</p> <p>SE pp 46-47</p>	<p>SELECTION Anchor Text House Taken Over Julio Cortazar</p> <p>SE pp 48-49</p>	<p>SELECTION from How to Tell You're Reading a Gothic Novel – In Pictures</p> <p>SE pp 50-57</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 58-60</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 61-63</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: spacious; unvoiced; obscure; recessed; vestibule; muffled</p> <p>Word Study: Patterns of Word Changes Students write English cognates for Spanish Words. Concept Vocabulary and Word Study Word Study: Patterns of Word Study (RP)</p> <p>Word Network Add words related to American Identity.</p> <p>Conventions: Types of Phrases Students identify Prepositional Phrases. Conventions: Types of Phrases Conventions: Types of Phrases (RP)</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Explanatory Essay Students write an essay comparing Gothic style and Magical Realism. Writing to Compare: Explanatory Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST Selection Test: House Taken Over</p> <p>STANDARDS RL.9-10.5; W.9-10.2; W.9-10.9; W.9-10.9.a</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary reclusive; sinister; ethereal</p> <p>First Read Media Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide</p> <p>Read the Selection Selection Audio from How to Tell You're Reading a Gothic Novel – In Pictures</p> <p>Comprehension Check Students complete comprehension questions. from How to Tell You're Reading a Gothic Novel – In Pictures: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose an item from the text and formulate a research question.</p>	<p>PERFORMANCE TASK</p> <p>Write an Explanatory Essay Students write an explanatory essay that explores the question of how and when does imagination overcome reason?</p> <p>PreWriting/Planning Students focus ideas, gather evidence and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.3; W.9-10.4; W.9-10.9; W.9-10.10</p>	<p>LANGUAGE DEVELOPMENT: AUTHOR'S STYLE</p> <p>Descriptive Details Students record details to include in their writing.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essays and share in small groups.</p> <p>Reflecting Students reflect on their essays.</p> <p>STANDARDS W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.f; W.9-10.3; W.9-10.3.d; W.9-10.5</p>

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<p>STANDARDS L.9-10.1; L.9-10.1.b; L.9-10.4.b; L.9-10.5</p>		<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: reclusive; sinister; ethereal</p> <p> Concept Vocabulary</p> <p>Word Network Add words related to portrayals of fear.</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Informational Graphic Students create and present an informational graphic.</p> <p> Speaking and Listening: Informational Graphic</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.1; RI.9-10.10; SL.9-10.2; SL.9-10.4; SL.10-10.5; PI.2; PI.6C</p>		
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<p> Word Study: Patterns of Word Changes (RP) (TE p 46)</p> <p> Conventions: Types of Phrases (RP) (TE p 47)</p> <p>Personalize for Learning English Language Support: Using Prepositions to Add Details to Writing (TE p 47)</p>	<p>Personalize for Learning English Language Support: Practice Explanatory Writing (TE p 49)</p> <p> English Language Support Lesson: Explanatory Writing (On Realize)</p>	<p> Audio Summary</p> <p> from How to Tell You're Reading a Gothic Novel – In Pictures</p> <p>Personalize for Learning English Language Support: Idioms (TE p 51)</p> <p>Personalize for Learning English Language Support: Syntax (TE p 53)</p> <p>Personalize for Learning English Language Support: Key Words (TE p 56)</p> <p>Personalize for Learning English Language Support: Plan an Informational Graphic (TE p 57)</p>		<p>Personalize for Learning English Language Support: Modifying to Add Descriptive Details (TE p 62)</p>

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


iLit ELL Level E				
<p>iLit Library Tales of Edgar Allen Poe The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher</p> <p>Prepositions with Locations Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time</p> <p>Assignments: Vocabulary Study Plan Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations</p>	<p>iLit Library Tales of Edgar Allen Poe The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher</p> <p>Write an Explanatory Paragraph Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 2 Lesson 19 Work Time</p>	<p>iLit Library Tales of Edgar Allen Poe The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher</p> <p>Idioms Unit 2 Lesson 7: Vocabulary</p> <p>Summarize Text Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time</p>	<p>Write an Explanatory Paragraph Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 4 Lesson 4: Work Time Unit 4 Lesson 6: Work Time</p> <p>Assignments (examples) Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>	<p>Write an Explanatory Paragraph Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 4 Lesson 4: Work Time Unit 4 Lesson 6: Work Time</p> <p>Assignments (examples) Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 64-67</p>	<p>SELECTION Where is Here? Joyce Carol Oates</p> <p>SE pp 68-78</p>	<p>SELECTION Where is Here? Joyce Carol Oates</p> <p>SE pp 78-81</p>	<p>SELECTION from The Dream Collector Arthur Tress</p> <p>SE pp 82-87</p>	<p>SELECTION from The Dream Collector Arthur Tress</p> <p>SE pp 88-89</p>
<p>Essential Question <i>What is the allure of fear?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary gregarious; amiably; stoical</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Where is Here?: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Where is Here?: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research an interesting topic.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: gregarious; amiably; stoical</p> <p>Word Study Adverbs of Manner</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Adverbs (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Literary Style Students will identify details that relate to literary elements.</p> <p> Analyze Craft and Structure: Literary Style</p> <p> Analyze Craft and Structure: Literary Style (RP)</p> <p>Author's Style: Character Development Students analyze character from examples of dialogue.</p>	<p>MAKING MEANING</p> <p>Media Vocabulary composition; perspective or angle; lighting and color; subject; location</p> <p>First Read Students Look, Note, Connect, Respond as they review the media the first time.</p> <p> First-Review Guide: Media: Art and Photography</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from the Dream Collector</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>STANDARDS RI.9-10.10; L.9-10.6</p>	<p>MAKING MEANING</p> <p>Close Review Students will review the photographs and first-review notes and record any new observations.</p> <p>Analyze the Media Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Media</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: composition; perspective or angle; lighting and color; subject; location</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Visual Presentation Students create a visual presentation incorporating text and images.</p> <p> Speaking and Listening: Visual Presentation</p>
















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	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4; L.9-10.a.b</p>	<p> Author's Style: Character Development</p> <p> Author's Style: Character Development (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Narrative Students write a narrative that extends the scope of "Where is Here?".</p> <p> Writing to Sources: Narrative</p> <p> Writing to Sources: Narrative (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Where is Here?</p> <p>STANDARDS RL.9-10.3; RL.9-10.5; W.9-10.3; L.9-10.2.c; L.9-10.4.b</p>		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS SL.9-10.5; SL.9-10.6; L.9-10.6</p>
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	<p> Audio Summary</p> <p> Where is Here?: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 75)</p>	<p> Word Study: Adverbs (RP) (TE p 78)</p> <p> Analyze Craft and Structure: Literary Style (RP) (TE p 79)</p> <p> Author's Style: Character Development (RP) (TE p 80)</p> <p> Writing to Sources: Narrative (RP) (TE p 81)</p> <p>Personalize for Learning English Language Support: Using Dialogue (TE p 80)</p> <p> English Language Support Lesson: Dialogue (On Realize)</p>	<p> Audio Summary</p> <p> from the Dream Collector</p> <p>Personalize for Learning English Language Support: First Read: Multiple Meaning Words (TE p 83)</p> <p>Personalize for Learning English Language Support: Background Knowledge (TE p 85)</p>	
iLit ELL Level E				
<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p>	<p>iLit Library (suspense examples) Dream of the Dead I Died Here Village of Vampires</p> <p>Vary Sentence Structure Unit 6 Lesson 26: Whole Group</p>	<p>iLit Library (suspense examples) Dream of the Dead I Died Here Village of Vampires</p> <p>Characters (examples) Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p>	<p>Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time</p> <p>Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time</p>	<p>Multimedia Presentation Unit 5 Lesson 1-10</p>

















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DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p>SE pp 90-95</p>	<p>SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p>SE pp 96-99</p>	<p>SELECTION beware: do not read this poem Ishmael Reed</p> <p>The Raven Edgar Allan Poe</p> <p>Windigo Louise Erdrich</p> <p>SE pp 100-109</p>	<p>SELECTION beware: do not read this poem Ishmael Reed</p> <p>The Raven Edgar Allan Poe</p> <p>Windigo Louise Erdrich</p> <p>SE pp 110-113</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation</p> <p>SE pp 114-115</p>
<p>MAKING MEANING</p> <p>Technical Vocabulary stimulus; dissonance; cognitive</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Non-Fiction</p> <p>Read the Selection  Selection Audio  Why Do Some Brains Enjoy Fear?: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  Why Do Some Brains Enjoy Fear?: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Technical Vocabulary Students complete activities related to the Concept Vocabulary words: stimulus; dissonance; cognitive</p> <p>Word Study Patterns of Word Changes  Concept Vocabulary and Word Study  Word Study: Patterns of Word Changes (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Speaker's Claims and Evidence Students identify evidence that supports claims.  Analyze Craft and Structure: Speaker's Claims and Evidence</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary entreating, implore, beguiling</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry</p> <p>Read the Selection  Selection Audio  beware; do not read this poem/ The Raven/Windigo: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.  beware; do not read this poem/ The Raven/Windigo : First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: entreating, implore, beguiling</p> <p>Word Study Anglo-Saxon Prefix: <i>be-</i>  Concept Vocabulary and Word Study  Word Study: Anglo-Saxon Prefix: <i>be-</i> (RP)</p>	<p>PERFORMANCE TASK</p> <p>Deliver an Explanatory Presentation As a group students develop a presentation that addresses how, in literature, a sense of uncertainty helps to create an atmosphere of fear.</p> <p>Plan with Your Group Students analyze the text, gather evidence and media examples, and organize ideas for the presentation.</p> <p>STANDARDS SL.9-10.1; SL.9-10.1.b</p>

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<p>Research to Explore Students explore an aspect of the text they find interesting.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.a</p>	<p> Analyze Craft and Structure: Speaker's Claims and Evidence (RP)</p> <p>Author's Style: Scientific and Technical Diction Students complete activities identifying scientific and technical terms.</p> <p> Author's Style: Scientific and Technical Diction</p> <p> Author's Style: Scientific and Technical Diction (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Group Presentation Students will research cultural dimensions of fear and present findings.</p> <p> Research: Group Presentation</p> <p> Research: Group Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Why Do Some Brains Enjoy Fear?</p> <p>STANDARDS RI.9-10.3; L.9-10.4.b; L.9-10.6</p>	<p>STANDARDS RL.9-10.10; L.9-10.4; L.9-10.4.b</p>	<p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Development of Theme Students will analyze how the speaker's tone and the poem's imagery reveal the theme.</p> <p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> <p>Author's Style Point of View Students find examples of the effects point of view.</p> <p> Author's Style: Point of View</p> <p> Author's Style: Point of View (RP)</p> <p>EFFECTIVE EXPRESSION Speaking and Listening: Group Presentation Students create and deliver a group presentation.</p> <p> Speaking and Listening: Group Presentation</p> <p> Speaking and Listening: Group Presentation (RP)</p>	
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			<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Poetry Collection</p> <p>STANDARDS RL.9-10.2; L.9-10.4.b; L.9-10.4.d</p>	
myPerspectives ELL Support				
<p> Audio Summary</p> <p> Why Do Some Brains Enjoy Fear?: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 94)</p>	<p> Word Study: Patterns of Word Changes (RP) (TE p 96)</p> <p> Analyze Craft and Structure: Speaker's Claims and Evidence (RP) (TE p 97)</p> <p> Author's Style: Scientific and Technical Diction (RP) (TE p 98)</p> <p> Research: Group Presentation (RP) (TE p 99)</p> <p>Personalize for Learning English Language Support: Writing Interview Questions (TE p 97)</p> <p> English Language Support Lesson: Interviews (On Realize)</p>	<p> Audio Summary</p> <p> beware; do not read this poem/ The Raven/Windigo: Accessible Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 107)</p>	<p> Word Study: Anglo-Saxon Prefix: <i>be-</i> (RP) (TE p 110)</p> <p> Analyze Craft and Structure: Development of Theme (RP) (TE p 111)</p> <p> Author's Style: Point of View (RP) (TE p 112)</p> <p> Speaking and Listening: Group Presentation (RP) (TE p 113)</p> <p>Personalize for Learning English Language Support: Writing in Different Points of View (TE p 112)</p> <p> English Language Support Lesson: Point of View (On Realize)</p>	

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iLit ELL Level E				
<p>Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8</p> <p>Word Meaning and Unfamiliar Words (all Vocabulary lessons – examples) Unit 4 Lesson 34, 44: Vocabulary Unit 5 Lesson 3: Vocabulary Unit 6 Lesson 13, 27: Vocabulary</p>	<p>Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8</p> <p>Plan an Interview and Visuals Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: "Privacy" (poem) Unit 7 Lesson 2</p> <p>Text: "Dutiful" (poem) Unit 7 Lesson 3</p> <p>Text: "Million Man March" (poem) Unit 7 Lesson 4</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: "Privacy" (poem) Unit 7 Lesson 2</p> <p>Text: "Dutiful" (poem) Unit 7 Lesson 3</p> <p>Text: "Million Man March" (poem) Unit 7 Lesson 4</p>	<p>Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9-9: Work Time</p> <p>Presenting Writing Activities (examples) Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation</p> <p>SE p 115</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 116-117</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 118-120</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 121-123</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 124-125</p>
<p>PERFORMANCE TASK</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6</p>	<p>Essential Question <i>What is the allure of fear?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> <p>Evidence Log</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Explanatory Essay Students will write an explanatory essay on the ways transformation plays a role in the stories meant to scare us.</p> <p>Explanatory Text Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.2.a-f; w.9-10.9; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Informal Talk Students will use their essay as the foundation for a three- to five-minute informal talk.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.1; SL.9-10.1.a; SL.9-10.4.a</p>

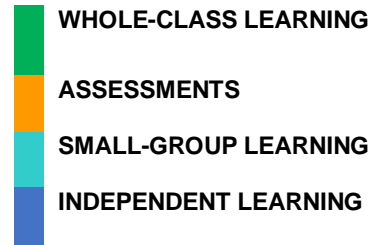
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		Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1; SL.9-10.1.a		
myPerspectives ELL Support				
		Personalize for Learning English Language Support: Skim, predict, and use a KWL Chart (TE p 118) Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 119)  Accessible Leveled Texts for Independent Learning Selections (On Realize)		

iLit ELL Level E				
<p>Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9-9: Work Time</p> <p>Presenting Writing Activities (examples) Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group</p> <p>Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p>iLibrary All texts</p>	<p>Write an Explanatory Paragraph Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 4 Lesson 4: Work Time Unit 4 Lesson 6: Work Time</p> <p>Assignments (examples) Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>	<p>Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9-9: Work Time</p> <p>Presenting Writing Activities (examples) Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>

GRADE 10 | UNIT 2: **Outsiders and Outcasts**
 ESSENTIAL QUESTION: ***Do People Need to Belong?***
 PERFORMANCE BASED ASSESSMENT: **Argument**
 NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and the **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 2 Overview

In this unit, students will read about many people who feel they don't conform to what is considered "normal."

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Isn't Everyone a Little Bit Weird? (950L)

Whole-Class Learning

- Anchor Text, Short Story: *The Metamorphosis*, translated by Ian Johnston (1310L)
- Media, Video: *Franz Kafka and Metamorphosis*, BBC

Small-Group Learning

- Short Story: *The Doll's House*, Katherine Namsfield (740L)
- Poetry Collection: *Sonnet, With Bird*, Sherman Alexie (NP)

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- Poetry Collection: *Elliptical*, Harryette Mullen (NP)
- Poetry Collection: *Fences*, Pat Mora (NP)
- Argument: *Revenge of the Geeks*, Alexandra Robins (1050L)
- Lecture: *Encountering the Other: The Challenge for the 21st Century*, Ryszard Kapuscinski

Independent Learning

- Myth: *The Orphan Boy and the Elk Dog*, Blackfoot, retold by Richard Erdoes and Alfonso Ortiz (950L)
- Memoir: *By Any Other Name from Gifts of Passage*, Santha Rama Rau (1100L)
- Newspaper Article: *Outsider's Art is Saluted at Columbia, Then Lost Anew*, Vivian Lee (1120L)
- Media, Radio Broadcast: *Fleeing to Dismal Swamps, Slaves and Outcasts Found Freedom*, Sandy Hausman

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic:















Is the experience of being an outsider universal?

Part 2 – Speaking & Listening: Oral Presentation






After writing the argument, students will use it as the foundation for a three- to five-minute oral presentation.

Unit Reflection










Students will reflect on the unit goals, learning strategies, the texts, and how many people feel they don't conform to society's norms.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>UNIT INTRODUCTION</p> <p>SE pp 126-133</p>	<p>OVERVIEW Whole-Class Learning</p> <p>SE pp 134-135</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE pp 136-150</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE pp 151-165</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE pp 166-179</p>
<p>Unit Goals Students will deepen their perspective of outsiders and outcasts by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary contradict; negate; objection; verify; advocate</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 2 Answer Key</p> <p>Launch Text Students will read “<i>Isn’t Everyone a Little Bit Weird?</i>”. They will then be asked to identify the way the writer builds a case, what the writer’s position is and how it is supported.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p>	<p>Essential Question <i>Do people need to belong?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary distress, amelioration, aversion, asphyxiation, listlessly, travail</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Metamorphosis: Accessible Leveled Text</p> <p>STANDARDS RL.9-10.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Metamorphosis: Accessible Leveled Text</p> <p>STANDARDS RL.9-10.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Metamorphosis: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Metamorphosis: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RL.9-10.10</p>






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<p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions?:</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>				
myPerspectives ELL Support				
<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 128)</p>		<p> Audio Summary</p> <p> The Metamorphosis: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 139)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 143)</p> <p>Personalize for Learning</p>	<p>Personalize for Learning English Language Support: Syntax (TE p 157)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 160)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 165)</p>	











		English Language Support: Idioms (TE p 144)		
iLit ELL Level E				
Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion	iLit Library The Trial by Franz Kafka Idioms Unit 2 Lesson 7: Vocabulary Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time	iLit Library The Trial by Franz Kafka Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Idioms Unit 2 Lesson 7: Vocabulary	iLit Library The Trial by Franz Kafka Conduct Research Unit 5 Lesson 1: Whole Group

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE p 180</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE p 181</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE p 182</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE p 183</p>	<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE p 184</p>
<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p>	<p>Analyze Craft and Structure: Modernism Students will examine examples of Absurdist literature.</p> <p> Analyze Craft and Structure: Modernism</p> <p> Analyze Craft and Structure: Modernism (RP)</p> <p>STANDARDS RL.9-10.5</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: distress, amelioration, aversion, asphyxiation, listlessly, travail</p> <p>Word Study: Denotation and Connotation Students complete activities related to synonyms and literal meanings of words.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Denotation and Connotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS RL.9-10.4; L.9-10.5; L.9-10.5.b</p>	<p>MAKING MEANING</p> <p>Conventions: Types of Phrases Students complete activities explaining the function of verb phrases.</p> <p> Conventions: Types of Phrases</p> <p> Conventions: Types of Phrases (RP)</p> <p>STANDARDS L.9-10.1; L.9-10.1.b</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Movie Pitch Students write a pitch to have “The Metamorphosis” made into a movie.</p> <p> Writing to Sources: Movie Pitch</p> <p> Writing to Sources: Movie Pitch (RP)</p> <p>STANDARDS W.9-10.1; W.9-10.4</p>



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myPerspectives ELL Support				
	 Analyze Craft and Structure: Modernism (RP) (TE p 181) Personalize for Learning English Language Support: Sentence Starters (TE p 181)	 Word Study: Denotation and Connotation (RP) (TE p 182)	 Conventions: Types of Phrases (RP) (TE p 183)	 Writing to Sources: Movie Pitch (RP) (TE p 184) Personalize for Learning English Language Support: Evaluating an Argument (TE p 184)  English Language Support Lesson: Argument (On Realize)
iLit ELL Level E				
iLit Library The Trial by Franz Kafka	iLit Library The Trial by Franz Kafka Identify Text Structure Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 6 Lesson 43: Whole Group	iLit Library The Trial by Franz Kafka Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary Unit 6 Lesson 23: Whole Group; Work Time	iLit Library The Trial by Franz Kafka Teacher Resources Language Conventions Practice: Prepositional Phrases, 97–99	iLit Library The Trial by Franz Kafka Evaluate an Argumentative Essay Unit 4 Lesson 43: Work Time Evaluate Language Choices Unit 6 Lesson 46: Whole Group; Work Time Unit 6 Lesson 47: Read Aloud, Think Aloud

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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text The Metamorphosis Franz Kafka</p> <p>SE p 185</p>	<p>SELECTION Franz Kafka and Metamorphosis BBC</p> <p>SE pp 186-188</p>	<p>SELECTION Franz Kafka and Metamorphosis BBC</p> <p>SE p 189</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 190-192</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write An Argument</p> <p>SE pp 193-195</p>
<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Debate Students debate putting “The Metamorphosis” on the required reading list.</p> <p> Speaking and Listening: Debate</p> <p> Speaking and Listening: Debate (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST   Selection Test: The Metamorphosis</p> <p>STANDARDS SL.9-10.1; SL.9-10.3; SL.9-10.6</p>	<p>EFFECTIVE EXPRESSION</p> <p>Media Vocabulary stock footage; silhouette; commentators; background music; editing</p> <p> Media Vocabulary</p> <p>First Review Students Watch, Note, Connect, Respond as they listen to the broadcast</p> <p> First Review Guide: Media-Video</p> <p>Listen to the Selection  Selection Audio</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Review Students will watch the video again and write down new observations.</p> <p> Close-Review Guide: Media-Media</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Visual Analysis Students will write a visual analysis from the video.</p> <p> Writing to Sources: Visual Analysis</p> <p>Speaking and Listening: Discussion Students conduct a discussion about metamorphosis.</p> <p> Speaking and Listening: Oral Presentation</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.9-10.2; SL.9-10.4</p>	<p>PERFORMANCE TASK</p> <p>Write an Argument Students write an argument asking if outsiders are simply those who are misjudged or misunderstood?</p> <p>PreWriting/Planning Students narrow the topic, use varied types of evidence, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.10</p>	<p>PERFORMANCE TASK</p> <p>LANGUAGE DEVELOPMENT:</p> <p>Create Cohesion: Transitions Students choose transitions that help readers follow the flow of ideas.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their argument.</p> <p>STANDARDS W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.5; L.9-10.3.a</p>

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	<p>Analyze the Media Students will respond to questions about the broadcast.</p> <p>STANDARDS RI.9-10.1; RI.9-10.10; L.9-10.6</p>			
myPerspectives ELL Support				
 Speaking and Listening: Debate (RP) (TE p 185)	 Audio Summary Personalize for Learning English Language Support: Video Review (TE p 188)			
iLit ELL Level E				
<p>iLit Library The Trial by Franz Kafka</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p>	<p>iLit Library The Trial by Franz Kafka</p> <p>Background Video Unit 2 Lesson 1: Whole Group Unit 2 Lesson 13: Whole Group Unit 4 Lesson 38: Whole Group</p>	<p>iLit Library The Trial by Franz Kafka</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 22: Whole Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 6 Lesson 49: Partner Discussion</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p>Assignments (examples) Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p>Assignments (examples) Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 196-199</p>	<p>SELECTION The Doll's House Katherine Mansfield</p> <p>SE pp 200-207</p>	<p>SELECTION The Doll's House Katherine Mansfield</p> <p>SE pp 208-209</p>	<p>SELECTION The Doll's House Katherine Mansfield</p> <p>SE pp 210-211</p>	<p>SELECTION Sonnet, With Bird Sherman Alexie</p> <p>Elliptical Harryette Mullen</p> <p>Fences Pat Mora</p> <p>SE pp 212-210</p>
<p>Essential Question <i>Do people need to belong?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary shunned; sneered; spitefully</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Doll's House: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Doll's House: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>STANDARDS</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: shunned; sneered; spitefully</p> <p>Word Study: Words With Multiple Suffixes</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Words With Multiple Suffixes (RP)</p>	<p>EFFECTIVE EXPRESSION</p> <p>Author's Style: Diction and Syntax Students complete activities identifying formal and informal diction.</p> <p> Author's Style: Diction and Syntax</p> <p> Author's Style: Diction and Syntax (RP)</p> <p>Writing to Sources: Response to Literature Students write a response to the text.</p> <p> Writing to Sources: Response to Literature</p> <p> Writing to Sources: Response to Literature (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: The Doll's House</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary perspective; entitled; interactions</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Sonnet With Bird/ Elliptical/Fences: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Sonnet With Bird/ Elliptical/Fences: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p>

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<p>Students choose specific roles for each member.</p>	<p>RL.9-10.10; L.9-10.4.a; L.9-10.4.d</p>	<p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Symbol and Theme Students will locate symbols and symbolic meaning.</p> <p> Analyze Craft and Structure: Symbol and Theme</p> <p> Analyze Craft and Structure: Symbol and Theme (RP)</p> <p>STANDARDS RL.9-10.2; L.9-10.4.b</p>	<p>STANDARDS RL.9-10.4; W.9-10.1</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a; L.9-10-4.b</p>
<p>myPerspectives ELL Support</p>				
	<p> Audio Summary</p> <p> The Doll's House: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 203)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 206)</p>	<p> Word Study: Word Study: Words With Multiple Suffixes (RP) (TE p 208)</p> <p> Analyze Craft and Structure: Symbol and Theme (RP) (TE p 209)</p> <p>Personalize for Learning English Language Support: Finding and Theme (TE p 209)</p> <p> English Language Support Lesson: Theme (On Realize)</p>	<p> Author's Style: Diction and Syntax (RP) (TE p 210)</p> <p> Speaking and Listening: Response to Literature (RP) (TE p 211)</p>	<p> Selection Audio</p> <p> I am Offering This Poem The Writer/Hugging the Jukebox: Accessible Text</p> <p>Personalize for Learning English Language Support: Cognates (TE p 214)</p>

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iLit ELL Level E				
<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p>	<p>Text: "Katherine Switzer: Breaking Barriers" Unit 2 Lesson 38</p> <p>iLit Library Oliver Twist Pygmalion</p> <p>Theme (examples) Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p>	<p>Text: "Katherine Switzer: Breaking Barriers" Unit 2 Lesson 38</p> <p>Text: <i>Changing Times: Women in the Early Twentieth Century</i> Unit 2 Lesson 44–48</p> <p>iLit Library Oliver Twist Pygmalion</p>	<p>Text: "Katherine Switzer: Breaking Barriers" Unit 2 Lesson 38</p> <p>Text: <i>Changing Times: Women in the Early Twentieth Century</i> Unit 2 Lesson 44–48</p> <p>iLit Library Oliver Twist Pygmalion</p> <p>Classroom Conversation (examples) Unit 4 Lesson 22, 24, 29, 32</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: "Privacy" (poem) Unit 7 Lesson 2</p> <p>Text: "Dutiful" (poem) Unit 7 Lesson 3</p> <p>Text: "Million Man March" (poem) Unit 7 Lesson 4</p> <p>iLit Library Sonnet-To Science</p>








DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION Sonnet, With Bird Sherman Alexie</p> <p>Elliptical Harryette Mullen</p> <p>Fences Pat Mora</p> <p>SE pp 220-223</p>	<p>SELECTION Revenge of the Geeks Alexandra Robbins</p> <p>SE pp 224-228</p>	<p>SELECTION Revenge of the Geeks Alexandra Robbins</p> <p>SE pp 228-231</p>	<p>SELECTION Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski</p> <p>SE pp 232-242</p>	<p>SELECTION Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski</p> <p>SE pp 242-245</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: perspective; entitled; interactions</p> <p>Word Study: Latin Prefix: en- Concept Vocabulary and Word Study Word Study: Latin Prefix: en- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Author's Choices: Poetic Form Students analyze prose poetry. Analyze Craft and Structure: Poetic Forms Analyze Craft and Structure: Poetic Forms (RP)</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary marginalize; parish; bigotry</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction</p> <p>Read the Selection Selection Audio Revenge of the Geeks: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. Revenge of the Geeks: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary marginalize; parish; bigotry</p> <p>Word Study: Denotation and Connotation Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Reasoning and Evidence Students will analyze evidence and claims from the text. Analyze Craft and Structure: Reasoning and Evidence Analyze Craft and Structure: Reasoning and Evidence (RP)</p> <p>Author's Style:</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary doctrine; totalitarian; ideologies</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction</p> <p>Read the Selection Selection Audio Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. Encountering the Other: The Challenge for the 21st Century: First Read Extension Questions</p> <p>Research to Clarify</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: doctrine; totalitarian; ideologies</p> <p>Word Study Greek Root: -log- Concept Vocabulary and Word Study Word Study: Greek Root: -log- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Literary Nonfiction Students will analyze the structure of the text and how claims are developed. Analyze Craft and Structure: Literary Nonfiction Analyze Craft and Structure: Literary Nonfiction</p>


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<p>Author's Style: Poetic Form Students complete activities identifying phrases.</p> <p> Author's Style: Poetic Form</p> <p> Author's Style: Poetic Form (RP)</p> <p>Speaking and Listening: Poetry Reading Students rewrite one of the poems and deliver a poetry reading.</p> <p> Speaking and Listening: Poetry Reading</p> <p> Speaking and Listening: Poetry Reading (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Poetry Collection</p> <p>STANDARDS RL.9-10.5; RL.9-10.9; SL.9-10.4; L.9-10.4.b; L.9-10.4.c</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4.a; L.9-10.4.d</p>	<p>Parallel Structure Students find examples of parallel sentence elements.</p> <p> Author's Style: Parallel Structure</p> <p> Author's Style: Parallel Structure (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Multimedia Presentation Students create a multimedia presentation.</p> <p> Speaking and Listening: Multimedia Presentation</p> <p> Speaking and Listening: Multimedia Presentation (RP)</p> <p>  Selection Test: Revenge of the Geeks</p> <p>STANDARDS RI.9-10.8; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; L.9-10.1.a; L.9-10.3; L.9-10.4; L.9-10.5; L.9-10.5.b</p>	<p>Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research an interesting topic.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.b</p>	<p>(RP)</p> <p>Conventions: Types of Phrases Students analyze types of phrases from the reading.</p> <p> Conventions: Types of Phrases</p> <p> Conventions: Types of Phrases (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Multimedia Presentation Students research, write, and deliver a presentation about one of the cultures in the lecture.</p> <p> Research: Multimedia Presentation</p> <p> Research: Multimedia Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Encountering the Other: The Challenge for the 21st Century</p> <p>STANDARDS RI.9-10.2; RI.9-10.5; L.9-10.4.b; W.9-10.6; W.9-10.8; L.9-10.1.b</p>
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myPerspectives ELL Support				
<p> Word Study: Latin Prefix: <i>en-</i> (RP) (TE p 220)</p> <p> Analyze Craft and Structure: Poetic Form (RP) (TE p 221)</p> <p> Author's Style: Poetic Form (RP) (TE p 222)</p> <p> Speaking and Listening: Poetry Reading (RP) (TE p 223)</p> <p>Personalize for Learning English Language Support: Finding the Meter (TE p 221)</p> <p> English Language Support Lesson: Meter (On Realize)</p>	<p> Audio Summary</p> <p> Revenge of the Geeks: Accessible Leveled Text</p>	<p> Word Study: Denotation and Connotation (RP) (TE p 228)</p> <p> Analyze Craft and Structure: Reasoning and Evidence (RP) (TE p 229)</p> <p> Author's Style: Parallel Structure (RP) (TE p 230)</p> <p> Speaking and Listening: Multimedia Presentation (RP) (TE p 231)</p> <p>Personalize for Learning English Language Support: Planning a Multimedia Presentation (TE p 231)</p> <p> English Language Support Lesson: Multimedia Presentation (On Realize)</p>	<p> Audio Summary</p> <p> Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 233)</p> <p>Personalize for Learning English Language Support: Evaluating Language Choices (TE p 236)</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 239)</p>	<p> Word Study Greek Root: <i>log-</i> (RP) (TE p 242)</p> <p> Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 243)</p> <p> Conventions: Types of Phrases (RP) (TE p 244)</p> <p> Research: Multimedia Presentation (RP) (TE p 245)</p> <p>Personalize for Learning English Language Support: Using Infinitives (TE p 245)</p> <p> English Language Support Lesson: Infinitives (On Realize)</p>
iLit ELL Level E				
<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: "Privacy" (poem) Unit 7 Lesson 2</p> <p>Text: "Dutiful" (poem) Unit 7 Lesson 3</p> <p>Text: "Million Man March" (poem) Unit 7 Lesson 4</p>	<p>Text: "Katherine Switzer: Breaking Barriers" Unit 2 Lesson 38</p> <p>Text: "I Have Down Syndrome" Unit 5 Lesson 3</p> <p>iLit Library Steve Jobs Computer Unlocks Autistic Teen's Exceptional Voice</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p>	<p>Text: "Katherine Switzer: Breaking Barriers" Unit 2 Lesson 38</p> <p>Text: "I Have Down Syndrome" Unit 5 Lesson 3</p> <p>iLit Library Steve Jobs Computer Unlocks Autistic Teen's Exceptional Voice</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p>	<p>iLit Library Virtual War Computer Unlocks Autistic Teen's Exceptional Voice New Media Site Lets Teens' Voices Be Heard</p>	<p>iLit Library Virtual War Computer Unlocks Autistic Teen's Exceptional Voice New Media Site Lets Teens' Voices Be Heard</p> <p>Appositive Phrases Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p>Infinitives Unit 1 Lesson 32: Whole Group; Work Time</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p>

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE pp 246-247</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 248-249</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 250-252</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 253-255</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 256-257</p>
<p>PERFORMANCE TASK</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse With Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.1.b; SL.9-10.5</p>	<p>Essential Question <i>Do people need to belong?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p> Contents</p>	<p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for Argument Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argument where they answer the question of whether the experience of being an outsider is universal?</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.9; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Oral Presentation Students plan and present a brief three- to five-minute oral presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4</p>

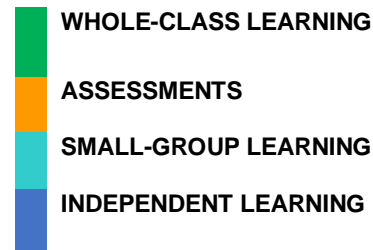
		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10</p>		
myPerspectives ELL Support				
		 Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level E				
<p>Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group</p> <p>Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p>iLibrary All texts</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p>Assignments (examples) Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>	<p>Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time</p>

GRADE 10 | UNIT 3: **Extending Freedom’s Reach**

ESSENTIAL QUESTION: *What is the relationship between power and freedom?*

PERFORMANCE BASED ASSESSMENT: **Informative**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don’t forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and the **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 3 Overview

In this unit, students will read about and discover what are the basic rights and freedoms that belong to everyone, everywhere.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations and other evidence into written texts and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Born Free: Children and the Struggle for Human Rights (1100L)

Whole-Class Learning

- Anchor Text, Speech: *“from The “Four Freedoms” Speech”*, Franklin D. Roosevelt (1300L)
- Anchor Text, Speech: *Inaugural Address*, John F. Kennedy (1410L)
- Media, Video: *Inaugural Address*, John F. Kennedy

Small-Group Learning

- Speech: *Speech at the United Nations*, Malala Yousafzai (870L)
- Media, Interview: *Diane Sawyer Interviews Malala Yousafzai*, ABC News
- Poetry Collection: *Caged Bird*, Maya Angelou (NP)

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- Poetry Collection: *Some Advice To Those Who Will Serve Time in Prison*, Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk (NP)
- Short Story: *The Sensors*, Luisa Valenzuela, translated by David Unger (1170L)
- Media, Informational Graphic: *from Freedom of the Press Report 2015*, Freedom House

Independent Learning

- Media: Informational Text: *Law and the Rule of Law: The Role of Federal Courts*, Judicial Learning Center
- Essay: *Misrule of Law*, Aung San Suu Kyi (1200L)
- Short Story: *Harrison Bergeron*, Kurt Vonnegut, Jr. (810L)
- Personal Essay: *Credo: What I believe*, Neil Gaiman (1070L)

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:














What does it mean to “be free”?

Part 2 – Speaking & Listening: Multimedia Presentation






After writing their essay, students use it as a foundation for a five- to ten-minute multimedia presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what factors determine who is free and who remains oppressed.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>UNIT INTRODUCTION</p> <p>SE pp 258-265</p>	<p>OVERVIEW Whole-Class Learning</p> <p>SE pp 266-267</p>	<p>SELECTION Anchor Text from The “Four Freedoms” Speech Franklin Delano Roosevelt</p> <p>SE pp 268-277</p>	<p>SELECTION Anchor Text from The “Four Freedoms” Speech Franklin Delano Roosevelt</p> <p>SE p 277</p>	<p>SELECTION Anchor Text from The “Four Freedoms” Speech Franklin Delano Roosevelt</p> <p>SE pp 278-279</p>
<p>Unit Goals Students will deepen their perspective on the literature of freedom by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary attribute; hierarchy; demarcate; fundamental; democracy</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 3 Answer Key</p> <p>Launch Text Students will read “Born Free: Children and the Struggle for Human Rights” and participate in discussions about extending freedom’s reach.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p>	<p>Essential Question <i>What is the relationship between power and freedom?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary pacification; tyranny; propaganda; disarmament; appeasement; treachery</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from The “Four Freedoms” Speech: Accessible Leveled Text</p> <p>STANDARDS RI.9-10.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from The “Four Freedoms” Speech: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose item from speech that interests them and formulate research question.</p> <p>STANDARDS RI.9-10.10; PI.11</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure Seminal Documents Students will discuss how Roosevelt used appeals to logic in his speech.</p> <p> Analyze Craft and Structure: Seminal Documents</p> <p> Analyze Craft and Structure: Seminal Documents (RP)</p> <p>STANDARDS RI.9-10.2; RI.9-10.6; RI.9-10.8; RI.9-10.9; SL.9-10.3</p>











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<p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>				
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<p>Personalize for Learning English Language Support: Cognates (TE p 260)</p>		<p> Audio Summary</p> <p> from The “Four Freedoms” Speech: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Domain-specific Vocabulary (TE p 271)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 274)</p>	<p>Personalize for Learning English Language Support: Justifying Opinions (TE p 277)</p>	<p> Analyze Craft and Structure: Seminal Documents (RP) (TE p 279)</p> <p>Personalize for Learning English Language Support: Seminal Documents (TE p 279)</p>









iLit ELL Level E				
<p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>	<p>iLit Library Franklin D. Roosevelt First Inaugural address by FDR</p> <p>Idioms Unit 2 Lesson 7: Vocabulary</p> <p>Domain-Specific Words Unit 2 Lesson 13: Vocabulary Unit 4 Lesson 45: Whole Group; Work Time</p>	<p>iLit Library Franklin D. Roosevelt First Inaugural address by FDR</p> <p>Support a Claim with Logical Reasoning Unit 4 Lesson 33: Whole Group Unit 4 Lesson 37: Work Time</p>	<p>iLit Library Franklin D. Roosevelt First Inaugural address by FDR</p> <p>Make Inferences (examples) Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time</p>

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text from The “Four Freedoms” Speech Franklin Delano Roosevelt</p> <p>SE pp 280-281</p>	<p>SELECTION Anchor Text Inaugural Address John F. Kennedy</p> <p>SE pp 282-287</p>	<p>SELECTION Anchor Text Inaugural Address John F. Kennedy</p> <p>SE pp 288-289</p>	<p>SELECTION Anchor Text Inaugural Address John F. Kennedy</p> <p>SE pp 290-291</p>	<p>SELECTION Anchor Text Inaugural Address John F. Kennedy</p> <p>SE pp 292-293</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: pacification; tyranny; propaganda; disarmament; appeasement; treachery</p> <p>Word Study: Latin Root: -pac- Students complete activities with the root <i>-pac-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: <i>-pac-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Types of Phrases Students complete activities locating elements of parallel structure.</p> <p> Conventions: Types of Phrases</p> <p> Conventions: Types of Phrases (RP)</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary revolution; asunder; invective; belaboring; invoke; beachhead</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Inaugural Address: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Inaugural Address: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RI.9-10.10</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Seminal Documents Students will analyze Kennedy’s speech and his use of charged language.</p> <p> Analyze Craft and Structure: Seminal Documents</p> <p> Analyze Craft and Structure: Seminal Documents (RP)</p> <p>STANDARDS RI.9-10.1; RI.9-10.2; RI.9-10.6; RI.9-10.9; PI.8; PI.11</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: revolution; asunder; invective; belaboring; invoke; beachhead</p> <p>Word Study: Latin Root -vol- Students complete activities related to the Latin Root <i>-vol-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study Latin Root <i>-vol-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Author’s Style: Use of Language Students identify rhetorical devices in the passage.</p> <p> Author’s Style: Use of Language</p> <p> Author’s Style: Use of Language (RP)</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare Comparison-and-Contrast Essay Students write an essay comparing the speeches of President Roosevelt and President Kennedy.</p> <p> Writing to Compare: Compare-and Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: Inaugural Address (<i>with</i> The Four Freedoms Speech)</p> <p>STANDARDS RI.9-10.9; W.9-10.2; W.9-10.9.b</p>

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<p>SELECTION TEST   Selection Test: The “Four Freedoms Speech”</p> <p>STANDARDS L.9-10.1; L.9-10.1.b; L.9-10.4.b; L.9-10.4.d</p>			<p>STANDARDS RI.9-10.6; L.9-10.1.a; L.9-10.4.b; L.9-10.4.c</p>	
<p>myPerspectives ELL Support</p>				
<p> Word Study: Latin Root: -pac- (RP) (TE p 280)</p> <p> Conventions: Types of Phrases (RP) (TE p 281)</p>	<p> Audio Summary</p> <p> Inaugural Address: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 284)</p>	<p> Analyze Craft and Structure: Seminal Documents (RP) (TE p 289)</p> <p>Personalize for Learning English Language Support: Repetition (TE p 289)</p> <p> English Language Support Lesson: Repetition (On Realize)</p>	<p> Word Study Latin Root -vol- (RP) (TE p 290)</p> <p> Author’s Style: Use of Language (RP) (TE p 291)</p> <p>Personalize for Learning English Language Support: Academic Vocabulary (TE p 291)</p>	
<p>iLit ELL Level E</p>				
<p>iLit Library Franklin D. Roosevelt First Inaugural address by FDR</p> <p>Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p>	<p>iLit Library John F. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address</p> <p>Figurative Language Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p>	<p>iLit Library John F. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address</p>	<p>iLit Library John F. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address</p> <p>Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p>	<p>iLit Library John F. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address</p> <p>Compare Information from Different Sources Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p>
<p>DAY 11</p>	<p>DAY 12</p>	<p>DAY 13</p>	<p>DAY 14</p>	<p>DAY 15</p>

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<p>SELECTION Media: Video Inaugural Address John F. Kennedy</p> <p>SE pp 294-295</p>	<p>SELECTION Media: Video Inaugural Address John F. Kennedy</p> <p>SE p 296</p>	<p>SELECTION Media: Video Inaugural Address John F. Kennedy</p> <p>SE p 297</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 298-300</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 301-303</p>
<p>MAKING MEANING</p> <p>Media Vocabulary tone; inflection; gesture; enunciation</p> <p> Media Vocabulary</p> <p>First Review Media: Video Students Watch, Note, Connect, Respond as they listen to the speech.</p> <p> First Review Guide: Media Video</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p>  Inaugural Address</p> <p>STANDARDS RI.9-10.10; L.9-10.6</p>	<p>EFFECTIVE EXPRESSION</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Explore Students an element of the speech and formulate research question.</p> <p>Close Review Students will listen to the speech again and write down new observations.</p> <p> Close-Review Guide: Media-Video</p> <p>Analyze the Media Students will respond to questions about the speech.</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: News Report Students write a news report about John F. Kennedy's inauguration.</p> <p> Writing to Sources: News Report</p> <p>Speaking and Listening: Newscast Students adapt their newspaper report to a newscast</p> <p> Speaking and Listening: Newscast</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS SL.9-10.3; SL.9-10.6</p>	<p>PERFORMANCE TASK</p> <p>Write an Informative Essay Students conduct research to answer the question: What can one person do to defend the human rights of all people?</p> <p>PreWriting/Planning Students develop a working thesis, gather evidence and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.7; W.9-10.10</p>	<p>LANGUAGE DEVELOPMENT: STYLE</p> <p>Create Cohesion: Integrate Information in Different Ways Students choose from direct quotations, paraphrases, and summaries to support your thesis.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.2.c-f; W.9-10.8; L.9-10.3.a</p>












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 Audio Summary		Personalize for Learning English Language Support: Writing a Summary (TE p 297)		Personalize for Learning English Language Support: Syntax (TE p 301)
iLit ELL Level E				
iLit Library John F. Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address	iLit Library John F. Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address Conduct Research Unit 5 Lesson 1: Whole Group	iLit Library John F. Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center We Choose To Go To the Moon Inaugural Address Present an Explanatory Essay Unit 6 Lesson 45: Work Time	Informative Writing (examples) Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time Take Notes and Paraphrase Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time	Informative Writing (examples) Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time Take Notes and Paraphrase Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 304-307</p>	<p>SELECTION Speech at the United Nations Malala Yousafzai</p> <p>SE pp 308-314</p>	<p>SELECTION Speech at the United Nations Malala Yousafzai</p> <p>SE pp 315-317</p>	<p>SELECTION Diane Sawyer Interviews Malala Yousafzai ABC News</p> <p>SE pp 318-323</p>	<p>SELECTION Caged Bird Mayo Angelou</p> <p>Some Advice to Those Who Will Serve Time in Prison Nazim Hikmet</p> <p>SE pp 324-332</p>
<p>Essential Question <i>What is the relationship between power and freedom?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary beneficent; envoy; initiative</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Speech at the United Nations: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Speech at the United Nations: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: beneficent; envoy; initiative</p> <p>Word Study Latin Prefix: bene-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: bene- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Purpose: Rhetorical Devices Students will identify types of evidence in Yousafzai's speech.</p> <p> Analyze Craft and Structure: Rhetorical Devices</p> <p> Analyze Craft and Structure: Rhetorical Devices (RP)</p>	<p>MAKING MEANING</p> <p>Media Vocabulary lead-in; close-up Shot; slant</p> <p> Media Vocabulary</p> <p>First Review Students Watch, Note, Connect, Respond as they study the images.</p> <p> First Review Guide: Media Video</p> <p>View the Selection</p> <p> Selection Audio</p> <p> Diane Sawyer Interviews Malala Yousafzai</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will watch the interview again and write down new observations.</p> <p> Close-Review Guide: Media Video</p> <p>Analyze the Media Students will respond to questions about the interview.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary current; trill; flurry</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Caged Bird/Some Advice: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> I am Offering This Poem/ The Writer/Hugging the Jukebox : First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>
















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<p>Students choose specific roles for each member.</p>	<p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4.b</p>	<p>Conventions: Types of Clauses</p> <p> Conventions: Types of Clauses</p> <p> Conventions: Types of Clauses (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Speech at the United Nations</p> <p>STANDARDS L.9-10.1.b; L.9-10.4.b</p>	<p> Analyze the Media</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the media Vocabulary words: lead-in; close-up Shot; slant</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Explanatory Essay Students write an essay discussing how Yousafzai has been able to attract supporters from all over the world.</p> <p> Writing to Sources: Explanatory Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.1; RI.9-10.7; RI.9-10.10; W.9-10.2; W.9-10.9.b; L.9-10.6</p>	<p>Students locate another poet and research his or her life in greater detail.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.1; RL.9-10.10; L.9-10.4; L.9-10.4.a</p>
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	 Audio Summary  Speech at the United Nations: Accessible Leveled Text Personalize for Learning English Language Support: Repetition (TE p 313)  English Language Support Lesson: Anecdote (On Realize)	 Word Study: Latin Prefix: <i>bene-</i> (RP) (TE p 315)  Analyze Craft and Structure: Rhetorical Devices (RP) (TE p 316)  Conventions: Types of Clauses (RP) (TE p 317)	 Audio Summary Personalize for Learning English Language Support: Comparison (TE p 322)	 Audio Summary  Caged Bird/Some Advice: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 327)  English Language Support Lesson: Imagery (On Realize)
iLit ELL Level E				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion	iLit Library One Among Many Text: "Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39-40 "Hunger to Be Free" Unit 4 Lesson 41 Text: <i>Changing Times: Women in the Early Twentieth Century</i> Unit 2 Lesson 44–48 Conduct Research Unit 5 Lesson 1: Whole Group	iLit Library One Among Many Text: "Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39-40 "Hunger to Be Free" Unit 4 Lesson 41 Text: <i>Changing Times: Women in the Early Twentieth Century</i> Unit 2 Lesson 44–48 Identify Author's Viewpoint Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time	iLit Library One Among Many Text: "Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39-40 "Hunger to Be Free" Unit 4 Lesson 41 Text: <i>Changing Times: Women in the Early Twentieth Century</i> Unit 2 Lesson 44–48 Write an Explanatory Paragraph Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time	Introduce Poetry Unit 7 Lesson 1 Text: "Privacy" (poem) Unit 7 Lesson 2 Text: "Dutiful" (poem) Unit 7 Lesson 3 Text: "Million Man March" (poem) Unit 7 Lesson 4

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION Caged Bird Mayo Angelou</p> <p>Some Advice to Those Who Will Serve Time in Prison Nazim Hikmet</p> <p>SE pp 332-335</p>	<p>SELECTION The Censors Luisa Valenzuela</p> <p>SE pp 336-340</p>	<p>SELECTION The Censors Luisa Valenzuela</p> <p>SE pp 340-343</p>	<p>SELECTION from Freedom of the Press Report 2015</p> <p>SE pp 344-347</p>	<p>SELECTION from Freedom of the Press Report 2015</p> <p>SE pp 348-349</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: current; trill; flurry</p> <p>Word Study Multiple-Meaning Words Concept Vocabulary and Word Study Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Figurative Language Students will identify and analyze similes and metaphors. Analyze Craft and Structure: Figurative Language Analyze Craft and Structure: Figurative Language (RP)</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary sabotage; intercept; subversive</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Censors: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. The Censors: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: sabotage; intercept; subversive</p> <p>Word Study: Latin Prefix: sub- Concept Vocabulary and Word Study Word Study: Latin Prefix: sub- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Author's Choices: Satire Students will analyze author's tone in the reading. Analyze Craft and Structure: Author's Choices: Satire Analyze Craft and Structure: Author's Choices: Satire (RP)</p>	<p>MAKING MEANING</p> <p>Media Vocabulary infographic; bar graph; line graph; pie chart Media Vocabulary</p> <p>First Review Students Watch, Note, Connect, Respond as they study the images. First Review Guide: Media-Video</p> <p>View the Selection Selection Audio from Freedom of the Press Report 2015</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Close Read the Text Students will look at the infographic and annotate details. Close Read the Text</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the media Vocabulary words: infographic; bar graph; line graph; pie chart Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Research Students research the issue of freedom of the press in at least two countries.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.5a; W.9-10.6; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; L.9-10.6</p>









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<p>Author's Style: Specific Details Students identify images in the poems.</p> <p> Author's Style: Specific Details</p> <p> Author's Style: Specific Details (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Poem Students write an original poem based on one of the poems in the collection.</p> <p> Writing to Sources: Poem</p> <p> Writing to Sources: Poem (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Poetry Collection</p> <p>STANDARDS RL.9-10.4; RL.9-10.6; W.9-10.3; W.9-10.3.d; L.9-10.4</p>	<p>close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a; L.9-10.4.d</p>	<p>Author's Style: Word Choice Students cite examples of hyperbole from the reading.</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Small-Group Discussion Students debate a question from a list of topics.</p> <p> Speaking and Listening: Small-Group Discussion</p> <p> Speaking and Listening: Small-Group Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Censors</p> <p>STANDARDS RL.9-10.4; RL.9-10.6; SL.9-10.1; L.9-10.4.b; L.9-10.4.d; SL.9-10.5.a</p>	<p>Analyze the Media Students will respond to questions about the images.</p> <p> Analyze the Media</p> <p>STANDARDS RI.9-10.10; SL.9-10.2; W.9-10.7</p>	
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myPerspectives ELL Support				
<p> Word Study: Multiple-Meaning Words (RP) (TE p 332)</p> <p> Analyze Craft and Structure: Figurative Language (RP) (TE p 333)</p> <p> Author's Style: Specific Details (RP) (TE p 334)</p> <p> Writing to Sources: Poem (RP) (TE p 335)</p> <p>Personalize for Learning English Language Support: Understanding Metaphors (TE p 333)</p> <p>Personalize for Learning English Language Support: Understanding Imagery (TE p 334)</p>	<p> Audio Summary</p> <p> The Censors: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Pronouns (TE p 338)</p>	<p> Word Study Latin Prefix: <i>sub-</i> (RP) (TE p 340)</p> <p> Analyze Craft and Structure: Author's Choices: Satire (RP) (TE p 341)</p> <p> Author's Style: Word Choice (RP) (TE p 342)</p> <p> Speaking and Listening: Small Group Discussion (RP) (TE p 343)</p> <p>Personalize for Learning English Language Support: Connotation (TE p 341)</p> <p>Personalize for Learning English Language Support: Hyperbole (TE p 342)</p> <p> English Language Support Lesson: Hyperbole (On Realize)</p>	<p> Audio Summary</p> <p> from Freedom of the Press Report 2015</p>	

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iLit ELL Level E				
<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: “Privacy” (poem) Unit 7 Lesson 2</p> <p>Text: “Dutiful” (poem) Unit 7 Lesson 3</p> <p>Text: “Million Man March” (poem) Unit 7 Lesson 4</p>	<p>“Hunger to Be Free” Unit 4 Lesson 41</p> <p>iLit Library Fight for Freedom</p> <p>Pronouns as Subjects and Objects Unit 1 Lessons 18, 22, 30, 44: Whole Group; Work Time Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 8: Work Time Unit 2 Lesson 16: Vocabulary</p>	<p>“Hunger to Be Free” Unit 4 Lesson 41</p> <p>iLit Library Fight for Freedom</p> <p>Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary</p> <p>Use Prefixes and Suffixes Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time</p>	<p>“Hunger to Be Free” Unit 4 Lesson 41</p> <p>iLit Library Fight for Freedom</p>	<p>“Hunger to Be Free” Unit 4 Lesson 41</p> <p>iLit Library Fight for Freedom</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p>

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE pp 350-351</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 352-353</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 354-356</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 357-359</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 360-361</p>
<p>PERFORMANCE TASK</p> <p>Develop a Multimedia Presentation As a group, students develop a multimedia presentation asking if limits on freedom are necessary.</p> <p>Plan with Your Group Students analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.1.a; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; SL.9-10.6</p>	<p>Essential Question <i>What is the relationship between power and freedom?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Informative Essay Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Informative Essay Students will write an informative essay answering the question: What does it mean to “be free”?</p> <p>Informative Text Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.2; W.9-10.2.a-f; W.9-10.9; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Multimedia presentation Students plan and present a five- to ten-minute multimedia presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.1; SL.9-10.1.a</p>

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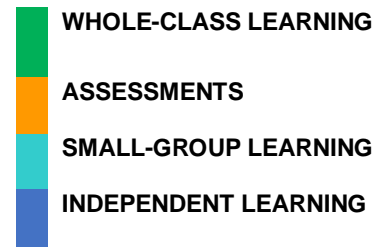
		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p>		
myPerspectives ELL Support				
		 Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level E				
<p>Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group</p> <p>Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p>iLibrary All texts</p>	<p>Informative Writing (examples) Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p>Take Notes and Paraphrase Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p>	<p>Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>

GRADE 10 | UNIT 4: **All That Glitters**

ESSENTIAL QUESTION: *What do our possessions reveal about us?*

PERFORMANCE BASED ASSESSMENT: **Informative Essay**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and the *skills centers* on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 4 Overview

In this unit, students will read many examples of what drives our passion for things.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- I Came, I Saw, I Shopped (990L)

Whole-Class Learning

- Anchor Text, Short Story: *The Necklace*, Guy de Maupassant, translated by Andrew MacAndrew (910L)
- Anchor Text, Short Story: *Civil Peace*, Chinua Achebe (820L)
- Media, Photo Essay: *Fit for a King: Treasures of Tutankhamun*

Small-Group Learning

- Journalism: *In La Rinconada, Peru, Searching for Beauty in Ugliness*, Marie Arana (1240L)
- Poetry Collection: *Avarice*, Yusef Komunyakaa (NP)
- Poetry Collection: *The Good Life*, Tracy K. Smith (NP)

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- Poetry Collection: *Money*, Reginald Gibbons (1530L)
- Short Story: *The Golden Touch*, Nathaniel Hawthorne (1130L)
- Poetry: *from King Midas*, Howard Moss (NP)
- Magazine Article: *The Thrill of the Chase*, Margie Goldsmith (1130L)

Independent Learning

- Media, Informational Graphic: *The Gold Series: A History of Gold*, Visual Capitalist
- News Article: *Ads May Spur Unhappy Kids to Embrace Materialism*, Amy Norton (1250L)
- Short Story: *A Dose of What the Doctor Never Orders*, Ihara Saikaku, translated by G.W. Sargent (1300L)
- Magazine Article: *My Possessions, Myself*, Russell W. Belk (1250L)
- News Article: *Heirlooms' Value Shifts From Sentiment to Cash*, Rosa Salter Rodriguez (1110L)

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an essay on the following topic:


















How do we decide what we want versus what we need? What can result from an imbalance between want and need?

Part 2 – Speaking & Listening: Oral Presentation









Students will use their essay as a foundation for a three- to five-minute oral presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what drives our passion for things.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 362-369	OVERVIEW Whole-Class Learning SE pp 370-371	SELECTION Anchor Text The Necklace Guy de Maupassant SE pp 372-381	SELECTION Anchor Text The Necklace Guy de Maupassant SE pp 382-383	SELECTION Anchor Text The Necklace Guy de Maupassant SE pp 384-385
Unit Goals Students will deepen their understanding of materialism by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary paradox; chronicle; allocate; deduce; primary  Home Connection Letter  Spanish Home Connection Letter  Unit 4 Answer Key Launch Text Students will read “ <i>I Came, I Saw, I Shopped.</i> ” They will then be able to discuss materialism. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme.	Essential Question <i>What do our possessions reveal about us?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	MAKING MEANING Concept Vocabulary refinement; suppleness; exquisite; gallantries; resplendent; homage First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection <ul style="list-style-type: none">  Selection Audio  The Necklace: Accessible Leveled Text Comprehension Check Students complete comprehension questions.  The Necklace: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students choose something interesting from the text and formulate a research question.	MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft and Structure: Author’s Choices: Literary Devices Students complete activities analyzing situational irony.  Analyze Craft and Structure: Literary Devices  Analyze Craft and Structure: Literary Devi(RP) STANDARDS RL.9-10.5	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: refinement; suppleness; exquisite; gallantries; resplendent; homage Word Study: Latin Root: -splend- Students complete activities related to the Latin Root: -splend-  Concept Vocabulary and Word Study  Word Study Latin Root: -splend- (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Conventions: Punctuation Students complete activities inserting semicolons.  Conventions: Punctuation  Conventions: Punctuation (RP) STANDARDS L.9-10.2; L.9.10-2.a; L.9-10.4.b; L.9-10.4.c













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<p>QuickWrite Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>		<p>STANDARDS RL.9-10.10</p>		
myPerspectives ELL Support				
<p>Personalize for Learning English Language Support: Cognates (TE p 365)</p>		<p> Audio Summary</p> <p> The Necklace: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Unfamiliar Vocabulary (TE p 375)</p> <p>Personalize for Learning English Language Support: Complex Syntax (TE p 378)</p>	<p> Analyze Craft and Structure: Literary Devices (RP) (TE p 383)</p> <p>Personalize for Learning English Language Support: Surprise Ending (TE p 383)</p>	<p> Word Study Latin Root: <i>-splend-</i> (RP) (TE p 384)</p> <p> Conventions: Punctuation (RP) (TE 385)</p> <p>Personalize for Learning English Language Support: Using Semicolons (TE p 385)</p> <p> English Language Support Lesson: Semicolons (On Realize)</p>

iLit ELL Level E				
<p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>	<p>Conduct Research Unit 5 Lesson 1: Whole Group</p> <p>Introduce Genre: Short Story Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>iLit Library The Gift of the Magi Selected Stories by O. Henry</p>	<p>iLit Library The Gift of the Magi Selected Stories by O. Henry</p> <p>Connect Story Elements (Setting, Plot, Mood, Characters) Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p>	<p>iLit Library The Gift of the Magi Selected Stories by O. Henry</p> <p>Assignments: Grammar Study Plan Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p>Use Greek and Latin Roots (examples) Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p>

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text The Necklace Guy de Maupassant</p> <p>SE p 386</p>	<p>SELECTION Anchor Text The Necklace Guy de Maupassant</p> <p>SE p 387</p>	<p>SELECTION Anchor Text Civil Peace Chinua Achebe</p> <p>SE pp 388-396</p>	<p>SELECTION Anchor Text Civil Peace Chinua Achebe</p> <p>SE pp 397-399</p>	<p>SELECTION Anchor Text Civil Peace Chinua Achebe</p> <p>SE p 400</p>
<p>Writing to Sources: Diary Entry Students write a dual character study.</p> <p> Writing: Diary Entry Writing: Diary Entry (RP)</p> <p>STANDARDS W.9-10.3</p>	<p>Speaking and Listening: Monologue Students deliver a monologue in the character of Mathilde Loisel.</p> <p> Speaking and Listening: Monologue Speaking and Listening: Monologue (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Necklace</p> <p>STANDARDS SL.9-10.4.b; SL.9-10.6</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary inestimable; blessings; amenable; influence; surrender; windfall</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio Civil Peace: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Civil Peace: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the text and</p>	<p>MAKING MEANING</p> <p>Analyze Craft and Structure: Development of Theme Students complete activities to analyze themes in the reading.</p> <p> Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: inestimable; blessings; amenable; influence; surrender; windfall</p> <p>Word Study: Compound Noun Students complete activities locating compound nouns.</p> <p> Concept Vocabulary and Word Study Word Study: Compound Nouns (RP)</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Character Analysis Students write a character analysis of Jonathan.</p> <p> Writing to Sources: Character Analysis Writing to Sources: Character Analysis (RP)</p> <p>STANDARDS W.9-10.2</p>

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		<p>formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.1; RL.9-10.10</p>	<p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Author's Style: Character Development Students mark examples of character development.</p> <p> Author's Style: Character Development</p> <p> Author's Style: Character Development (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.2; RL.9-10.3; RL.9-10.6</p>	
myPerspectives ELL Support				
<p> Writing: Diary Entry (RP) (TE p 386)</p>	<p> Speaking and Listening: Monologue(RP) (TE p 387)</p>	<p> Audio Summary</p> <p> Civil Peace: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Dialect (TE p 393)</p>	<p> Analyze Craft and Structure: Development of Theme (RP) (TE p 397)</p> <p> Word Study: Compound Nouns (RP) (TE p 398)</p> <p> Author's Style: Character Development (RP) (TE p 399)</p> <p>Personalize for Learning English Language Support: Dialect (TE p 399)</p>	<p> Writing to Sources: Character Analysis (RP) (TE p 400)</p> <p> Speaking and Listening: Oral Interpretation (RP) (TE p 401)</p>

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iLit ELL Level E				
<p>iLit Library The Gift of the Magi Selected Stories by O. Henry</p> <p>Write a Narrative (examples) Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time</p>	<p>iLit Library The Gift of the Magi Selected Stories by O. Henry</p> <p>Writing and Presenting a Scene Unit 3 Lesson 7: Work Time</p>	<p>Text: "Suzy and Leah" (short story) Unit 6 Lesson 39</p> <p>iLit Library Hope An Ex-child Soldier Raps About Hellish Life</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p>	<p>Theme (examples) Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p>Connect Themes to Characters, Setting, and Plot Unit 2 Lesson 23: Whole Group; Work Time</p>	<p>Text: "Suzy and Leah" (short story) Unit 6 Lesson 39</p> <p>iLit Library Hope An Ex-child Soldier Raps About Hellish Life</p> <p>Characters (examples) Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p>












DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text Civil Peace Chinua Achebe</p> <p>SE p 401</p>	<p>SELECTION Fit for a King: Treasures of Tutankhamun</p> <p>SE pp 402-406</p>	<p>SELECTION Fit for a King: Treasures of Tutankhamun</p> <p>SE pp 406-407</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 408-410</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 411-413</p>
<p>EFFECTIVE EXPRESSIONI</p> <p>Speaking and Listening: Oral Interpretation Students read an excerpt from “Civil Peace” aloud for the class.</p> <p> Speaking and Listening: Oral Interpretation</p> <p> Speaking and Listening: Oral Interpretation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Civil Peace</p> <p>STANDARDS SL.9-10.4; SL.9-10.4.b</p>	<p>MAKING MEANING</p> <p>Technical Vocabulary Egyptology; artifact; iconography; context</p> <p> Technical Vocabulary</p> <p>First Read Students Look, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Media-Art and Photography</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Fit for a King: Treasures of Tutankhamun</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>STANDARDS RI.9-10.10</p>	<p>MAKING MEANING</p> <p>Technical Vocabulary Students complete activities related to the Technical Vocabulary words: Egyptology; artifact; iconography; context</p> <p>Close Review Students will look at the photo essay again and write down new observations.</p> <p> Close-Review Guide: Media-Art and Photography</p> <p>Analyze the Media Students will respond to questions about the photo essay.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Speaking and Listening: Photojournalism Students create a work of photojournalism reporting on possessions that you find meaningful.</p> <p> Speaking and Listening: Photojournalism</p>	<p>PERFORMANCE TASK</p> <p>Write an Informative Essay Students write an essay answering what makes something valuable or a treasure.</p> <p>PreWriting/Planning Students write a working thesis, gather evidence from texts, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.10</p>	<p>LANGUAGE DEVELOPMENT: CONVENTIONS</p> <p>Create Cohesion: Conjunctive Adverbs Students look for independent clauses that have related ideas.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.2.c; W.9-10.2.e; W.9-10.5; L.9-10.2; L.9-10.2.a</p>

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		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.9-10.6; SL.9-10.5; L.9-10.6</p>		
myPerspectives ELL Support				
 Speaking and Listening: Oral Presentation (RP) (TE p 401)	 Audio Summary  Fit for a King: Treasures of Tutankhamun			
iLit ELL Level E				
<p>Text: "Suzy and Leah" (short story) Unit 6 Lesson 39</p> <p>iLit Library Hope An Ex-child Soldier Raps About Hellish Life</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p>	<p>iLit Library Ideas That Shaped Egyptian Life Hatshepsut: Egypt's Woman King</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p>	<p>iLit Library Ideas That Shaped Egyptian Life Hatshepsut: Egypt's Woman King</p>	<p>Informative Writing (examples) Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p>Take Notes and Paraphrase Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p>	<p>Informative Writing (examples) Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p>Take Notes and Paraphrase Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p>




















DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 414-417</p>	<p>SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana</p> <p>SE pp 418-426</p>	<p>SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana</p> <p>SE pp 426-427</p>	<p>SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana</p> <p>SE pp 428-429</p>	<p>SELECTION Avarice Yusef Komunyakaa</p> <p>The Good Life Tracy K. Smith</p> <p>Money Reginald Gibbons</p> <p>SE pp 430-438</p>
<p>Essential Question <i>What do our possessions reveal about us?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary marauding; intemperate; despoiled</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> In La Rinconada, Peru, Searching for Beauty in Ugliness: First Read Extension Questions</p> <p>Research to Clarify</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: marauding; intemperate; despoiled</p> <p>Word Study Latin Root: -temp-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -temp- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Literary Journalism Students identify elements of literary journalism.</p> <p> Analyze Craft and Structure: Literary Journalism</p> <p> Analyze Craft and Structure: Literary Journalism (RP)</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Word Choice Students find examples of imagery in the article</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p>Research: Multimedia Presentation Students create a presentation from a variety of topics.</p> <p> Research: Multimedia Presentation</p> <p> Research: Multimedia Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: In La Rinconada, Peru</p> <p>STANDARDS</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary avarice; desperate; needy</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Avarice/The Good Life/Money: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Avarice/The Good Life/Money: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p>

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<p>Students choose specific roles for each member.</p>	<p>Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research an interesting topic and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.b</p>	<p>STANDARDS RI.9-10.6; L.9-10.4.b</p>	<p>RI.9-10.4; RI.9-10.5; W.9-10.6; SL.9-10.4.a; SL.9-10.5</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4; L.9-10.4.a; L.9-10.4.d</p>
<p>myPerspectives ELL Support</p>				
	<p> Audio Summary</p> <p> In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Cognates (TE p 423)</p>	<p> Word Study: Latin Root: <i>-temp-</i> (RP) (TE p 426)</p> <p> Analyze Craft and Structure: Literary Journalism (RP) (TE p 427)</p>	<p> Author's Style: Word Choice (RP) (TE p 428)</p> <p> Research: Multimedia Presentation (RP) (TE p 429)</p> <p>Personalize for Learning English Language Support: Sensory Language (TE p 428)</p> <p> English Language Support Lesson: Imagery (On Realize)</p>	


















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iLit ELL Level E				
<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p>	<p>iLit Library Human Impact! The Mess</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p> <p>Text: <i>Jane of the Jungle</i> Unit 2 Lesson 42, 43</p>	<p>iLit Library Human Impact! The Mess</p> <p>Use Greek and Latin Roots (examples) Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p>	<p>iLit Library Human Impact! The Mess</p> <p>Analyze Word Choices Unit 6 Lesson 5: Whole Group</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: “Privacy” (poem) Unit 7 Lesson 2</p> <p>Text: “Dutiful” (poem) Unit 7 Lesson 3</p> <p>Text: “Million Man March” (poem) Unit 7 Lesson 4</p>

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION Avarice Yusef Komunyakaa</p> <p>The Good Life Tracy K. Smith</p> <p>Money Reginald Gibbons</p> <p>SE pp 438-439</p>	<p>SELECTION Avarice Yusef Komunyakaa</p> <p>The Good Life Tracy K. Smith</p> <p>Money Reginald Gibbons</p> <p>SE pp 440-441</p>	<p>SELECTION The Golden Touch Nathaniel Hawthorne</p> <p>SE pp 442-459</p>	<p>SELECTION from King Midas Howard Moss</p> <p>SE pp 460-469</p>	<p>SELECTION The Thrill of the Chase Margie Goldsmith</p> <p>SE pp 470-479</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: avarice; desperate; needy</p> <p>Word Study Denotation and Connotation  Concept Vocabulary and Word Study  Word Study: Denotation and Connotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Choices: Speaker and Point of View Students will identify points of view and tones the speaker uses.  Analyze Craft and Structure: Author's Choices: Speaker and Point of View</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Poetic Language Students find examples of alliteration and consonance in the poems.  Author's Style: Poetic Language  Author's Style: Poetic Language (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Short Story Students a short story about a question left open by one of the poems.  Writing to Sources: Short Story  Writing to Sources: Short Story (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary burnished; lustrous; gilded</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction</p> <p>Read the Selection  Selection Audio  The Golden Touch: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  The Golden Touch: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary mail; obdurate; are</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry</p> <p>Read the Selection  Selection Audio  from King Midas: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.  from King Midas: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary artifacts; legacy; marvel</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  The Thrill of the Chase: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the text.  The Thrill of the Chase: First Read Extension Questions</p>

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<p> Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP)</p> <p>STANDARDS RL.9-10.4; RL.9-10.5; L.9-10.5; L.9-10.5.b</p>	<p>  Selection Test: Poetry Collection</p> <p>STANDARDS RL.9-10.4; W.9-10.3</p>	<p>Students find out more about Hawthorne's book and other Greek myths it retells.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: burnished; lustrous; gilded</p> <p>Word Study: Latin Root: -lus-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -lus- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Choices: Narrative Structure</p>	<p>Students find out which popular books or movies are based on ancient stories.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: mail; obdurate; are</p> <p>Word Study: Latin Root: -dur-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -dur- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Choices: Poetic Structure</p>	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: artifacts; legacy; marvel</p> <p>Word Study Latin Root: -fac-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -fac- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Literary Nonfiction: Feature Story Students analyze how ideas are introduced, developed, and refined in the article.</p>
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		<p>Students analyze the plot of the story.</p> <ul style="list-style-type: none">  Analyze Craft and Structure: Narrative Structure  Analyze Craft and Structure: Narrative Structure (RP) <p>Conventions: Types of Clauses Students practice identifying and using noun clauses.</p> <ul style="list-style-type: none">  Conventions: Types of Clauses  Conventions: Types of Clauses (RP) <p>STANDARDS RL.9-10.5; RL.9-10.10; L.9-10.1; L.9-10.1.b; L.9-10.4; L.9-10.4.a; L.9-10.4.b; L.9-10.4.c</p>	<p>Students identify rhyming sounds in each line of “The Queen’s Speech.”</p> <ul style="list-style-type: none">  Analyze Craft and Structure: Author’s Choices: Poetic Structure  Analyze Craft and Structure: Author’s Choices: Poetic Structure (RP) <p>Author’s Style: Author’s Choices: Poetic Structure Students analyze meter in poems.</p> <ul style="list-style-type: none">  Author’s Style: Author’s Choices: Poetic Structure  Author’s Style: Author’s Choices: Poetic Structure (RP) <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Compare-and-Contrast Essay Students write a compare and contrast essay about the characters in the retellings of the Midas myth.</p> <ul style="list-style-type: none">  Writing to Sources: Compare-and-Contrast Essay <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>	<ul style="list-style-type: none">  Analyze Craft and Structure: Literary Nonfiction: Feature Story  Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP) <p>Author’s Style: Sentence Variety Students practice analyzing sentence variety in the article.</p> <ul style="list-style-type: none">  Author’s Style: Sentence Variety  Author’s Style: Sentence Variety (RP) <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Debate Students will debate various questions from the text.</p> <ul style="list-style-type: none">  Speaking and Listening: Debate  Speaking and Listening: Debate (RP) <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <ul style="list-style-type: none">   Selection Test: The Thrill of the Chase
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		STANDARDS		
		RL.9-10.5; RL.9-10.7; RL.9-10.9; W.9-10.9.a; L.9-10.4.a; L.9-10.4.b	RI.9-10.5; RI.9-10.10; SL.9-10.1.a; SL.9-10.1.c; SL.9-10.1.d; L.9-10.4; L.9-10.4.a; L.9-10.4.b; L.9-10.5	
myPerspectives ELL Support				
<p> Word Study: Denotation and Connotation (RP) (TE p 438)</p> <p> Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP) (TE p 439)</p>	<p> Author's Style: Poetic Language (RP) (TE p 440)</p> <p> Writing to Sources: Short Story (RP) (TE p 441)</p> <p>Personalize for Learning English Language Support: Planning a Short Story (TE p 440)</p> <p> English Language Support Lesson: Short Story (On Realize)</p>	<p> Audio Summary</p> <p> The Golden Touch: Accessible Leveled Text</p> <p> Word Study: Latin Root: -lus- (RP) (TE p 457)</p> <p> Analyze Craft and Structure: Narrative Structure (RP) (TE p 459)</p> <p> Conventions: Types of Clauses (RP) (TE p 459)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 445)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 455)</p> <p>Personalize for Learning English Language Support: Using Noun Clauses (TE p 459)</p> <p> English Language Support Lesson: Clauses (On Realize)</p>	<p> Audio Summary</p> <p> from King Midas: Accessible Text</p> <p> Word Study: Latin Root: -dur- (RP) (TE p 465)</p> <p> Analyze Craft and Structure: Poetic Structure (RP) (TE p 466)</p> <p> Author's Style: Author's Choices: Poetic Structure (RP) (TE p 467)</p> <p>Personalize for Learning English Language Support: Provide Context (TE p 466)</p> <p>Personalize for Learning English Language Support: Comparing Texts (TE p 468)</p> <p> English Language Support Lesson: Comparing Texts (On Realize)</p>	<p> Audio Summary</p> <p> The Thrill of the Chase: Accessible Leveled Text</p> <p> Word Study: Latin Root: -fac- (RP) (TE p 476)</p> <p> Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP) (TE p 477)</p> <p> Author's Style: Sentence Variety (RP) (TE p 478)</p> <p> Speaking and Listening: Debate (RP) (TE p 479)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 472)</p> <p>Personalize for Learning English Language Support: Analyze Text Structure (TE p 477)</p> <p> English Language Support Lesson: Feature Story (On Realize)</p>

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iLit ELL Level E				
<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: “Privacy” (poem) Unit 7 Lesson 2</p> <p>Text: “Dutiful” (poem) Unit 7 Lesson 3</p> <p>Text: “Million Man March” (poem) Unit 7 Lesson 4</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: “Privacy” (poem) Unit 7 Lesson 2</p> <p>Text: “Dutiful” (poem) Unit 7 Lesson 3</p> <p>Text: “Million Man March” (poem) Unit 7 Lesson 4</p>	<p>iLit Library King Midas and The Golden Touch The House of the Seven Gables The Scarlet Letter</p> <p>Introduce Genre: Short Story Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Introduce Genre: Novel Unit 4 Lesson 37: Read Aloud, Think Aloud</p>	<p>iLit Library King Midas and The Golden Touch The House of the Seven Gables The Scarlet Letter</p> <p>Introduce Genre: Poetry Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p>	<p>Idioms Unit 2 Lesson 7: Vocabulary</p> <p>Use Greek and Latin Roots (examples) Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p> <p>Identify Text Structure Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>

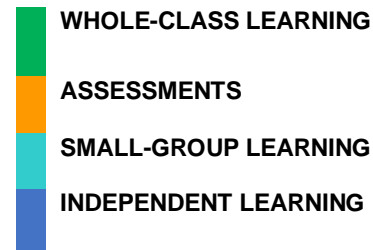
DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE pp 480-481</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 482-483</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 484-486</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 487-489</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 490-491</p>
<p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Deliver a Multimedia Presentation Students will develop a presentation that addresses the question: In what ways can material possessions create both a sense of comfort and a sense of anxiety?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5</p>	<p>Essential Question <i>What do our possessions reveal about us?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p> Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Informative Essay Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Informative Essay Students will write an essay examining how we decide what we want versus what we need.</p> <p>Informative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Oral presentation Students plan and present a brief three- to five-minute multimedia presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.1; SL.9-10.1.a; SL.9-10.4; SL.9-10.4.a</p>

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		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS SL.9-10.1; RL.9-10.10; RI.9-10.10</p>		
myPerspectives ELL Support				
		 Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level E				
<p>Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group</p> <p>Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p>iLibrary All texts</p>	<p>Informative Writing (examples) Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p>Take Notes and Paraphrase Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p>	<p>Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time</p> <p>Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>

GRADE 10 | UNIT 5: **Virtue and Vengeance**ESSENTIAL QUESTION: *What motivates us to forgive?*PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and the **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 5 Overview

In this unit, students will read about virtue and vengeance and what motivates people to forgive.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors state and support claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you support claims using valid reasoning and relevant evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Neither Justice nor Forgetting: Defining Forgiveness (1010L)

Whole-Class Learning

- Literature and Culture: Historical Context, *The Tempest*
- Anchor Text, Drama: *The Tempest, Part 1*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 2*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 3*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 4*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 5*, William Shakespeare (NP)
- Anchor Text, Poetry Collection 1: *En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection*,

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Virgil Suarez (NP)

- Anchor Text, Poetry Collection 1: *Caliban*, J.P. Dancing Bear (NP)

Small-Group Learning

- Poetry Collection 2: *They are hostile nations*, Margaret Atwood (NP)
- Poetry Collection 2: *Under a Certain Little Star*, Wistawa Szymborska, translated by Joanna Trzeciak (NP)
- Speech: *Let South Africa Show the World How to Forgive*, Desmond Tutu (1100L)

Independent Learning

- Reflective Essay: *The Sun Parlor*, Dorothy West (980L)
- Media, Web Article: *The Forgiveness Project: Eric Lomax*, The Forgiveness Project (880L)
- Book Review: *A Dish Best Served Cold*, Aminatta Forna (1010L)
- Criticism: *from Shakespeare and the French Poet*, Yves Bonnefoy, translated by John Naughton (1520L)
- Folktale: *What We Plant, We Will Eat*, retold by S.E. Schlosser (910L)
- Informational Text: *Understanding Forgiveness*, PBS (1010L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:















Can Justice and forgiveness go hand in hand?

Part 2 – Speaking & Listening: Informal Speech













Students use their writing as the foundation for a three- to five minute informal speech.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how we choose to move on from painful situations.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 492-499	OVERVIEW Whole-Class Learning SE pp 500-501	SELECTION Literature and Culture Historical Context The Tempest SE pp 502-509	SELECTION Anchor Text The Tempest, Act I William Shakespeare SE pp 510-530	SELECTION Anchor Text The Tempest, Act I William Shakespeare SE pp 530-533
Unit Goals Students will deepen their understanding of forgiveness by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary allusion; articulate; contentious; vehement; tolerate  Home Connection Letter  Spanish Home Connection Letter  Unit 5 Answer Key Launch Text Students will read “ <i>Neither Justice nor Forgetting: Defining Forgiveness</i> ”. They will then be able to determine the writer’s position and what evidence supports it. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity	Essential Question <i>What motivates us to forgive?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	LITERATURE AND CULTURE Historical Context Students analyze the key events of the Renaissance during the reign of Queen Elizabeth 1. Elizabethan England Students read about the Golden Age, The Renaissance, the English Renaissance, and the concern for stability. Theater in Elizabethan England Students will read about and discuss theater in Elizabethan England. William Shakespeare Students will discuss Shakespeare as a playwright. How to Read Shakespeare Students learn strategies for dealing with the differences between modern language and Elizabethan England.	MAKING MEANING Concept Vocabulary perfidious; treacherous; usurp First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection <ul style="list-style-type: none">  Selection Audio  The Tempest, Act I: Accessible Text Comprehension Check Students complete comprehension questions.  The Tempest, Act I: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students something interesting from the text and formulate a research question. Close Read the Text	LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: perfidious; treacherous; usurp Word Study: Latin Suffix: -ous Students complete activities related to the suffix <i>-ous</i>  Concept Vocabulary and Word Study  Word Study: Latin Suffix: -ous (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Analyze Craft and Structure: Shakespeare’s Romances Students complete activities to analyze elements of romance.  Analyze Craft and Structure: Shakespeare’s Romances  Analyze Craft and Structure: Shakespeare’s Romances (RP)

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<p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: When does the journey matter more than the destination?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>			<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.1; RL.9-10.10</p>	<p>Writing to Sources: Paraphrasing Students paraphrase Ariel's song.</p> <p> Writing to Sources: Paraphrasing</p> <p> Writing to Sources: Paraphrasing (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Tempest, Act I</p> <p>STANDARDS RL.9-10.10; W.9-10.4; L.9-10.4.b; L.9-10.4.d</p>
myPerspectives ELL Support				
<p>Personalize for Learning English Language Support: Cognates (TE p 545)</p>			<p> Audio Summary</p> <p> The Tempest, Act I</p> <p>Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 520)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 524)</p>	<p> Word Study: Latin Suffix: -ous- (RP) (TE p 531)</p> <p> Analyze Craft and Structure: Shakespeare's Romances (RP) (TE 532)</p> <p> Writing to Sources: Paraphrasing (RP) (TE p 533)</p> <p>Personalize for Learning English Language Support: Using the Suffix -ous (TE p 532)</p>

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				Personalize for Learning English Language Support: Figurative Language (TE p 533)
iLit ELL Level E				
<p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>	<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p>	<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time</p> <p>Characteristics of Drama Unit 3 Lesson 2-3: Work Time</p>	<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Use Prefixes and Suffixes (examples) Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time</p>

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text The Tempest, Act II William Shakespeare</p> <p>SE pp 534-550</p>	<p>SELECTION Anchor Text The Tempest, Act II William Shakespeare</p> <p>SE pp 550-553</p>	<p>SELECTION Anchor Text The Tempest, Act III William Shakespeare</p> <p>SE pp 554-569</p>	<p>SELECTION Anchor Text The Tempest, Act III William Shakespeare</p> <p>SE pp 569-571</p>	<p>SELECTION Anchor Text The Tempest, Act IV William Shakespeare</p> <p>SE pp 572-585</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary succession; heir; supplant</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Tempest, Act II: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Tempest, Act II: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: succession; heir; supplant</p> <p>Word Study: Latin Prefix: sub- Students complete activities related to the prefix <i>sub-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin prefix: <i>sub-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Poetic Structures Students complete activities to analyze examples of blank verse and prose in Act II.</p> <p> Analyze Craft and Structure: Poetic Structures</p> <p> Analyze Craft and Structure: Poetic Structures (RP)</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary valiant; vigilance; valor; invulnerable</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Tempest, Act III: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Tempest, Act III: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: valiant; vigilance; valor; invulnerable</p> <p>Word Study: Latin Root: -val- Students complete activities related to the root <i>-val-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: <i>-val-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Dramatic Structures Students complete activities to record the plot, subplot, and events in Act III.</p> <p> Analyze Craft and Structure: Dramatic Structures</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary opportune; industrious; incite</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Tempest, Act IV: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Tempest, Act IV: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p>




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<p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.1; RL.9-10.10</p>	<p>Author's Style: Word Choice Students describe the type of diction each character uses in the passage.  Author's Style: Word Choice  Author's Style: Word Choice (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: The Tempest, Act II</p> <p>STANDARDS RL.9-10.5; L.9-10.4.b; L.9-10.4.c</p>	<p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.1; RL.9-10.10; PI.6C</p>	<p> Analyze Craft and Structure: Dramatic Structures (RP)</p> <p>Speaking and Listening: Dramatic Reading Students will give a dramatic reading of a scene from Act III.  Speaking and Listening: Dramatic Reading  Speaking and Listening: Dramatic Reading (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: The Tempest, Act III</p> <p>STANDARDS RL.9-10.2; RL.9-10.5; SL.9-10.4.b; SL.9-10.6; L.9-10.4.b; L.9-10.6</p>	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: opportune; industrious; incite</p> <p>Word Study: Words from Sailing Students complete activities using words from sailing.  Concept Vocabulary and Word Study  Word Study: Words from Sailing (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Dramatic Structure Students complete activities to identify types of dramatic speech in the passage.  Analyze Craft and Structure: Dramatic Structure</p>
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				<p> Analyze Craft and Structure: Dramatic Structure (RP)</p> <p>Author's Style: Motif Students explain how the word <i>strange</i> or <i>strangely</i> is used in the passage.</p> <p> Author's Style: Motif</p> <p> Author's Style: Motif (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Tempest, Act IV</p> <p>STANDARDS RL.9-10.4; RL.9-10.10; L.9-10.4; L.9-10.4.c</p>
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<p> Audio Summary</p> <p> The Tempest, Act II</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 540)</p>	<p> Word Study: Latin Suffix: <i>sub-</i> (RP) (TE p 551)</p> <p> Analyze Craft and Structure: Poetic Structure (RP) (TE 552)</p> <p> Author's Style: Word Choice (RP) (TE p 553)</p> <p>Personalize for Learning English Language Support: Iambic Pentameter (TE p 552)</p> <p>Personalize for Learning</p>	<p> Audio Summary</p> <p> The Tempest, Act III</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 561)</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 567)</p>	<p> Word Study: Latin Root: <i>-val-</i> (RP) (TE p 569)</p> <p> Analyze Craft and Structure: Dramatic Structure (RP) (TE 570)</p> <p> Speaking and Listening: Dramatic Reading (RP) (TE p 571)</p> <p>Personalize for Learning English Language Support: Preparing for a Dramatic Reading (TE p 571)</p>	<p> Audio Summary</p> <p> The Tempest, Act IV</p> <p> Word Study: Words from Sailing (RP) (TE p 583)</p> <p> Analyze Craft and Structure: Dramatic Structure (RP) (TE p 584)</p> <p> Author's Style: Motif (RP) (TE p 585)</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 575)</p>









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	<p>English Language Support: Analyzing Diction (TE p 553)</p> <p> English Language Support Lesson: Diction (On Realize)</p>		<p> English Language Support Lesson: Dramatic Reading (On Realize)</p>	<p>Personalize for Learning English Language Support: Understanding Dramatic Structures (TE p 584)</p> <p> English Language Support Lesson: Dramatic Structures (On Realize)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 585)</p>
iLit ELL Level E				
<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Word Meaning and Unfamiliar Words (all Vocabulary lessons – examples) Unit 3 Lesson 2, 4, 7, 8: Vocabulary</p>	<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Use Prefixes and Suffixes (examples) Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time</p>	<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time</p>	<p>Characteristics of Drama Unit 3 Lesson 2-3: Work Time</p> <p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26:</p>	<p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Characteristics of Drama Unit 3 Lesson 2-3: Work Time</p>

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text The Tempest, Act V William Shakespeare</p> <p>SE pp 586-603</p>	<p>SELECTION Anchor Text <i>En el Jardin de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection Virgil Suarez</p> <p>Caliban J.P. Dancing Bear</p> <p>SE pp 604-611</p>	<p>SELECTION Anchor Text <i>En el Jardin de los Espejos Quebrados</i>, Caliban catches a Glimpse of His Reflection Virgil Suarez</p> <p>Caliban J.P. Dancing Bear</p> <p>SE pp 611-613</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 614-616</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 617-619</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary penitent; pardon; merciful; rectify</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Tempest, Act V: Accessible Text</p> <p> Media Connection</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Tempest, Act V: First Read Extension Questions</p> <p>Research to Clarify</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary swollen; scarred; welt; sliver; cartilage; clench</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> <i>En el Jardin de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection/Caliban: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> <i>En el Jardin de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection/Caliban: First Read Extension Questions</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: swollen; scarred; welt; sliver; cartilage; clench</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Writing to Compare: Comparison-and-Contrast Essay Students write an essay comparing Caliban’s character in the play and in the poem.</p> <p> Writing to Compare: Comparison-and-contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>	<p>PERFORMANCE TASK</p> <p>Write an Argument Students write an argumentative essay defending the topics of virtue and vengeance.</p> <p>PreWriting/Planning Students write a preliminary claim, consider possible counterclaims, gather evidence from sources, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.10</p>	<p>LANGUAGE DEVELOPMENT: CONVENTIONS</p> <p>Create Cohesion: Quotations and Paraphrases Students incorporate quotations and paraphrases to improve writing.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their argumentative essays.</p> <p>STANDARDS W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.4; W.9-10.9; L.9-10.2.b; L.9-10.2.c</p>

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<p>Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Plot Structure Students complete activities to record how the resolution of the plot affects each character in <i>The Tempest</i>.</p> <p> Analyze Craft and Structure: Plot Structure</p> <p> Analyze Craft and Structure: Plot Structure (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: penitent; pardon; merciful; rectify</p> <p>Word Study: Latin Root: -pen- Students complete activities using the Latin Root <i>-pen-</i></p>	<p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students something interesting from the poem and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10</p>	<p>  Selection Test: En el Jardín de los Espejos Quebrados, Caliban</p> <p>STANDARDS RL.9-10.9; W.9-10.2; W.9-10.9.1; L.9-10.5; L.9-10.6</p>		
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<p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: <i>-pen-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Author's Style: Poetic Structure Students examine the effects of rhyming couplets.</p> <p> Author's Style: Poetic Structure</p> <p> Author's Style: Poetic Structure (RP)</p> <p>Writing to Sources: Literary Criticism Students write a critical essay analyzing <i>The Tempest's</i> uneasy ending.</p> <p> Writing to Sources: Literary Criticism</p> <p> Writing to Sources: Literary Criticism (RP)</p> <p>Speaking and Listening: Oral Presentation Students debate "nature vs. nurture".</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p>				
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<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Tempest, Act V</p> <p>STANDARDS RL.9-10.5; RL.9-10.10; W.9-10.1; W.9-10.1.b; SL.9-10.3; SL.9-10.6; L.9-10.4.b; L.9-10.4.c</p>				
myPerspectives ELL Support				
<p> Audio Summary</p> <p> The Tempest, Act IV</p> <p> Analyze Craft and Structure: Plot Structure (RP) (TE p 599)</p> <p> Word Study: Latin Root: <i>-pen-</i> (RP) (TE p 600)</p> <p> Author's Style: Poetic Structure (RP) (TE p 601)</p> <p> Writing to Sources: Literary Criticism (RP) (TE p 602)</p> <p> English Language Support Lesson: Literary Criticism (On Realize)</p> <p> Speaking and Listening: Oral Presentation (RP)</p>	<p> Audio Summary</p> <p> <i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection/Calibrán</p> <p>Personalize for Learning English Language Support: Idioms (TE p 607)</p>	<p>Personalize for Learning English Language Support: Elements of Writing (TE p 612)</p>		<p>Personalize for Learning English Language Support: Syntax (TE p 617)</p>

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<p>(TE p 603)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 590)</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 594)</p> <p>Personalize for Learning English Language Support: Language Difficulties (TE p 599)</p> <p>Personalize for Learning English Language Support: Analyzing a Text’s Ending (TE p 602)</p>				
iLit ELL Level E				
<p>Characteristics of Drama Unit 3 Lesson 2-3: Work Time</p> <p>Text: <i>Romeo and Juliet</i> Unit 3 Lessons 1–10</p> <p>iLit Library The Tempest Macbeth Hamlet King Lear</p> <p>Retell Unit 3 Lesson 2: Read Aloud, Think Aloud</p> <p>Make Inferences Unit 3 Lesson 8: Read Aloud, Think Aloud</p>	<p>Understanding Characteristics of Poetry Unit 7 Lessons 1–2: Work Time</p> <p>Poetry Selections and Activities Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School"</p> <p>Idioms Unit 2 Lesson 7: Vocabulary</p>	<p>Understanding Characteristics of Poetry Unit 7 Lessons 1–2: Work Time</p> <p>Poetry Selections and Activities Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School"</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p>Assignments (examples) Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p>Assignments (examples) Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>













DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 620-623</p>	<p>SELECTION They are hostile nations Margaret Atwood</p> <p>Under a Certain Little Star Wisława Szymborska</p> <p>SE pp 624-629</p>	<p>SELECTION They are hostile nations Margaret Atwood</p> <p>Under a Certain Little Star Wisława Szymborska</p> <p>SE p 629</p>	<p>SELECTION They are hostile nations Margaret Atwood</p> <p>Under a Certain Little Star Wisława Szymborska</p> <p>SE p 630</p>	<p>SELECTION They are hostile nations Margaret Atwood</p> <p>Under a Certain Little Star Wisława Szymborska</p> <p>SE pp 630-631</p>
<p>Essential Question <i>What motivates us to forgive?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary target; vulnerable; hounded</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> They are hostile nations/Under a Certain Little Star: Accessible Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a; PI.6C; PI.8</p>	<p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> They are hostile nations/Under a Certain Little Star: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from one of the poems.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: target; vulnerable; hounded</p> <p>Word Study: Animal Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Animal Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Speaker Students will analyze the speaker in the poems.</p> <p> Analyze Craft and Structure: Speaker</p> <p> Analyze Craft and Structure: Speaker (RP)</p> <p>STANDARDS RL.9-10.2; L.9-10.6</p>

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myPerspectives ELL Support				
	 Audio Summary  They are hostile nations/Under a Certain Little Star Personalize for Learning English Language Support: Personification (TE p 628)			 Word Study: Animal Words (RP) (TE p 630)  Analyze Craft and Structure: Speaker (RP) (TE p 631) Personalize for Learning English Language Support: Tone (TE p 631)
iLit ELL Level E				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion	Poetry Selections and Activities Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School" Unit 7 Lesson 2: Read Aloud, Think Aloud: "Privacy" Unit 7 Lesson 3: Read Aloud, Think Aloud: "Dutiful" Unit 7 Lesson 4: Read Aloud, Think Aloud: "Million Man March"	Introduce Poetry Unit 7 Lesson 1 Text: "Privacy" (poem) Unit 7 Lesson 2 Text: "Dutiful" (poem) Unit 7 Lesson 3 Text: "Million Man March" (poem) Unit 7 Lesson 4 Conduct Research Unit 5 Lesson 1: Whole Group	Poetry Selections and Activities Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School" Unit 7 Lesson 2: Read Aloud, Think Aloud: "Privacy" Unit 7 Lesson 3: Read Aloud, Think Aloud: "Dutiful" Unit 7 Lesson 4: Read Aloud, Think Aloud: "Million Man March"	Introduce Poetry Unit 7 Lesson 1 Text: "Privacy" (poem) Unit 7 Lesson 2 Text: "Dutiful" (poem) Unit 7 Lesson 3 Text: "Million Man March" (poem) Unit 7 Lesson 4









DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION They are hostile nations Margaret Atwood</p> <p>Under a Certain Little Star Wislaw Szymborska</p> <p>SE p 632</p>	<p>SELECTION They are hostile nations Margaret Atwood</p> <p>Under a Certain Little Star Wislaw Szymborska</p> <p>SE p 633</p>	<p>SELECTION Let South Africa Show the World How to Forgive Desmond Tutu</p> <p>SE pp 634-639</p>	<p>SELECTION Let South Africa Show the World How to Forgive Desmond Tutu</p> <p>SE pp 640-641</p>	<p>SELECTION Let South Africa Show the World How to Forgive Desmond Tutu</p> <p>SE pp 642-643</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Apostrophe Students find examples of apostrophe in a poem.</p> <p> Author's Style: Apostrophe</p> <p> Author's Style: Apostrophe (RP)</p> <p>STANDARDS RL.9-10.4</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Write a Poem Students write a poem.</p> <p> Writing to Sources: Write a Poem</p> <p> Writing to Sources: Write a Poem (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Poetry Collection 2</p> <p>STANDARDS W.9-10.4; W.9-10.5</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary democratic; interdependence; communal</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Let South Africa Show the World How to Forgive: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Let South Africa Show the World How to Forgive: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: democratic; interdependence; communal</p> <p>Word Study: Greek Root Word: <i>kratos</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Greek Root Word: <i>kratos</i> (RP)</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Types of Clauses Students read and analyze relative pronouns and relative clauses.</p> <p> Conventions: Types of Clauses</p> <p> Conventions: Types of Clauses (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Multimedia Presentation Students research and prepare a presentation on the speech by Desmond Tutu.</p> <p> Research: Multimedia Presentation</p> <p> Research: Multimedia Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Let South Africa Show the World How to Forgive</p>


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		<p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>STANDARDS RI.9-10.10; L.9-10.4.b</p>	<p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Persuasive Techniques Students will summarize the anecdotes in the speech.</p> <p> Analyze Craft and Structure: Persuasive Techniques</p> <p> Analyze Craft and Structure: Persuasive Techniques (RP)</p> <p>STANDARDS RI.9-10.2; L.9-10.4.b; L.9-10.4.c</p>	<p>STANDARDS L.9-10.1; L.9-10.1.b; W.9-10.6; W.9-10.7</p>
myPerspectives ELL Support				
<p> Author's Style: Apostrophe (RP) (TE p 632)</p> <p>Personalize for Learning English Language Support: Identifying Apostrophe (TE p 632)</p> <p> English Language Support Lesson: Apostrophe (On Realize)</p>	<p> Writing to Sources: Write a Poem (TE p 633)</p>	<p> Audio Summary</p> <p> Let South Africa Show the World How to Forgive: Accessible Leveled Text</p>	<p> Word Study: Greek Root Word: <i>kratos</i> (RP) (TE p 640)</p> <p> Analyze Craft and Structure: Persuasive Techniques (RP) (TE p 641)</p> <p>Personalize for Learning English Language Support: Persuasive Anecdotes (TE p 641)</p> <p> English Language Support Lesson: Greek Suffixes -cracy and -cratic (On Realize)</p>	<p> Conventions: Types of Clauses (RP) (TE p 642)</p> <p> Research: Multimedia Presentation (RP) (TE p 643)</p>

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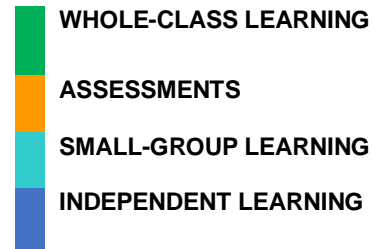
iLit ELL Level E				
<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: "Privacy" (poem) Unit 7 Lesson 2</p> <p>Text: "Dutiful" (poem) Unit 7 Lesson 3</p> <p>Text: "Million Man March" (poem) Unit 7 Lesson 4</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: "Privacy" (poem) Unit 7 Lesson 2</p> <p>Text: "Dutiful" (poem) Unit 7 Lesson 3</p> <p>Write a Poem Unit 7 Lesson 3: Work Time</p> <p>Presenting a Poem Unit 7 Lesson 4: Work Time</p>	<p>iLit Library The Meaning of Courage Hunger to Be Free</p> <p>Text: "Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39-40</p> <p>"Hunger to Be Free" Unit 4 Lesson 41</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p>	<p>iLit Library The Meaning of Courage Hunger to Be Free</p> <p>Text: "Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39-40</p> <p>"Hunger to Be Free" Unit 4 Lesson 41</p> <p>Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p>	<p>iLit Library The Meaning of Courage Hunger to Be Free</p> <p>Text: "Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39-40</p> <p>"Hunger to Be Free" Unit 4 Lesson 41</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p> <p>Clauses Unit 1 Lesson 49: Whole Group; Work Time Unit 2 Lesson 18: Read Aloud, Think Aloud</p>

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE pp 644-645</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 646-647</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 648-650</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 651-653</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 654-655</p>
<p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present an Argument Students plan a talk show segment asking if forgiveness first requires an apology?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and choose order and format.</p> <p>Rehearse with Your Group Students practice the talk show, prepare the presentation and know the audience.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.1.a; SL.9-10.1.c; SL.9-10.1.d; SL.9-10.4</p>	<p>Essential Question <i>What motivates us to forgive?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argumentative essay exploring if justice and forgiveness go hand in hand.</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.9; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Informal Speech After completing the essay, students develop a brief three- to five-minute informal speech.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4</p>

		<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p>		
myPerspectives ELL Support				
		 Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level E				
<p>Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group</p> <p>Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p>iLibrary All texts</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p>Assignments (examples) Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>	<p>Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time</p>

GRADE 10 | UNIT 6: **Blindness and Sight**ESSENTIAL QUESTION: *What does it mean to see?*PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and the **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 6 Overview

In this unit, students will read about and discover many examples about the issues of blindness and sight.

Unit Goals

Students will be able to:

- Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative essay in which you convey experiences or events using effective technique, well-chosen details, and well-structured event sequence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use varied sentence structures to add interest to writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Just Six Dots (970L)

Whole-Class Learning

- Literature and Culture: Historical Context, *Oedipus the King*
- Anchor Text, Drama: *Oedipus the King, Part I*; Sophocles, translated by Nicholas Rudall (NP)
- Anchor Text, Drama: *Oedipus the King, Part II*; Sophocles, translated by Nicholas Rudall (NP)

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Small-Group Learning

- Letter: *View From the Empire State Building*, Helen Keller (1150L)
- Poetry Collection: *Blind*, Fatima Naoot, translated by Kees Nijland (NP)
- Poetry Collection: *The Blind Seer of Ambon*, W.S. Merwin (NP)
- Poetry Collection: *On His Blindness*, Jorge Luis Borges, translated by Robert Mezey (NP)
- Short Story: *The Country of the Blind*, H.G. Wells (1170L)
- Memoir: *The Neglected Senses*, from *For the Benefit of Those Who See* (1060L)

Independent Learning

- Novel Excerpt: *from Blindness*, Jose Saramago, translated by Giovanni Pontiero (1600L)
- Media, Newscast: *Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight*, ABC News
- Media, Informational Graphic: *How Your Eyes Trick Your Mind*, Melissa Hogenboom
- Science Article: *Blind, Yet Seeing: The Brain's Subconscious Visual Sense*, Benedict Carey (1320L)
- Oral History: *Experience: I First Saw My Wife Ten Years After We Married*, Shandar Herian (860L)
- Science Article: *Visual Neuroscience: Look and Learn*, Apoorva Mandavilli (1200L)

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic:














Is there a difference between seeing and knowing?

Part 2 – Speaking & Listening: Storytelling







After completing the final draft of their writing, students will use it as the basis for a three- to five-minute storytelling session.

Unit Reflection
















Students will reflect on the unit goals, learning strategies, the texts, and how many ways there are to see – or fail to see- the world.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 656-663	OVERVIEW Whole-Class Learning SE pp 664-665	SELECTION Literature and Culture Historical Context Oedipus the King SE pp 666-671	SELECTION Anchor Text Oedipus the King, Part I SE pp 672-686	SELECTION Anchor Text Oedipus the King, Part I SE pp 687-699
Unit Goals Students will deepen their understanding of blindness and sight by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary integrate; delineate; volition; vivid; altercation  Home Connection Letter  Spanish Home Connection Letter  Unit 6 Answer Key Launch Text Students will read “ <i>Just Six Dots</i> ”. They will then be able to participate in discussions about blindness and sight. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity	Essential Question <i>What does it mean to see?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	LITERATURE AND CULTURE Historical Context Students analyze a brief history of ancient Greece and the rise and fall of Athens. Ancient Greek Theater Students discuss the religious foundation in ancient Greek theater. Aristotle and Greek Tragedy Students discuss Aristotle and other early playwrights of ancient Greece.	MAKING MEANING Concept Vocabulary proclamation; decree; edicts First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection <ul style="list-style-type: none">  Selection Audio  Oedipus the King, Part I: Accessible Text STANDARDS RL.9-10.10	MAKING MEANING Read the Selection <ul style="list-style-type: none">  Selection Audio  Oedipus the King, Part I: Accessible Text Comprehension Check Students complete comprehension questions.  Oedipus the King, Part I: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students research some of the places mentioned in the play. Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence.








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<p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Which matters more – the present or the future?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p>				<p>STANDARDS RL.9-10.10</p>
myPerspectives ELL Support				
<p>Personalize for Learning English Language Support: Cognates (TE p 659)</p>		<p>Personalize for Learning English Language Support: Verb Tense (TE p 668)</p> <p>Personalize for Learning English Language Support: Vocabulary (TE p 670)</p>	<p> Audio Summary</p> <p> Oedipus the King, Part I</p>	<p> Audio Summary</p> <p> Oedipus the King, Part I</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 687)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 697)</p>

iLit ELL Level E				
<p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>	<p>iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey</p> <p>Use Verbs and Verb Phrases Unit 2 Lesson 9: Read Aloud, Think Aloud</p>	<p>iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey</p> <p>Compare and Contrast Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p>	<p>iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p> <p>Figurative Language Unit 3 Lesson 3; Whole Group Unit 6 Lesson 20: Whole Group; Work Time</p>






DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text Oedipus the King, Part I</p> <p>SE p 699</p>	<p>SELECTION Anchor Text Oedipus the King, Part I</p> <p>SE p 700</p>	<p>SELECTION Anchor Text Oedipus the King, Part I</p> <p>SE p 701</p>	<p>SELECTION Anchor Text Oedipus the King, Part II</p> <p>SE pp 702-721</p>	<p>SELECTION Anchor Text Oedipus the King, Part II</p> <p>SE pp 722-723</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: proclamation; decree; edicts</p> <p>Word Study: Latin Root: -dict- Students complete activities related to the Latin Root -dict-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -dict- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.9-10.4.b; L.9-10.4.c</p>	<p>MAKING MEANING</p> <p>Analyze Craft and Structure: Structure of Greek Plays Students analyze the structure of Greek Plays.</p> <p> Analyze Craft and Structure: Structure of Greek Plays</p> <p> Analyze Craft and Structure: Structure of Greek Plays (RP)</p>	<p>MAKING MEANING</p> <p>Author's Style: The Greek Chorus Students analyze strophes and antistrophe in the chorus.</p> <p> Author's Style: The Greek Chorus</p> <p> Author's Style: The Greek Chorus (RP)</p> <p>  Selection Test: Oedipus the King, Part I</p> <p>STANDARDS RL.9-10.5</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary oracle; prophecy; inexorable</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Oedipus the King, Part II: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Oedipus the King, Part II: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research the way various artists have portrayed Oedipus over the centuries.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Elements of Greek Tragedy Students analyze dramatic irony, protagonist, and antagonist in the play.</p> <p> Analyze Craft and Structure: Elements of Greek Tragedy</p> <p> Analyze Craft and Structure: Elements of Greek Tragedy (RP)</p> <p>STANDARDS RL.9-10.5</p>

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			STANDARDS RL.9-10.10	
myPerspectives ELL Support				
 Word Study: Latin Root: <i>-dict-</i> (RP) (TE p 699) Personalize for Learning English Language Support: Identifying the Latin Root <i>-dict-</i> (TE p 699)  English Language Support Lesson: Latin Root - <i>dict-</i> (On Realize)	 Analyze Craft and Structure: Structure of Greek Plays (RP) (TE p 700)	 Author's Style: The Greek Chorus (RP) (TE p 701) Personalize for Learning English Language Support: Provide Context (TE p 701)	 Audio Summary  Oedipus the King, Part II Personalize for Learning English Language Support: Figurative Language (TE p 703) Personalize for Learning English Language Support: Background Knowledge (TE p 718)	 Analyze Craft and Structure: Elements of Greek Tragedy (RP) (TE p 723)
iLit ELL Level E				
Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary Unit 4 Lesson 31: Work Time iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey	iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey Characteristics of Drama Unit 3 Lesson 2, 3: Work Time	iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey Characteristics of Drama Unit 3 Lesson 2, 3: Work Time	iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group Conduct Research Unit 5 Lesson 1: Whole Group	iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey Characteristics of Drama Unit 3 Lesson 2, 3: Work Time

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text Oedipus the King, Part II</p> <p>SE pp 724-725</p>	<p>SELECTION Anchor Text Oedipus the King, Part II</p> <p>SE p 726</p>	<p>SELECTION Anchor Text Oedipus the King, Part II</p> <p>SE p 727</p>	<p>PERFORMANCE TASK: WRITING FOCUS Nonfiction Narrative</p> <p>SE pp 728-730</p>	<p>PERFORMANCE TASK: WRITING FOCUS Nonfiction Narrative</p> <p>SE pp 731-733</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: oracle; prophecy; inexorable</p> <p>Word Study: Denotation and Connotation Students complete activities finding synonyms and context.  Concept Vocabulary and Word Study  Word Study: Denotation and Connotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Author's Style: Rhetorical Devices: Anaphora Students analyze words and phrases not in predictable order.  Author's Style: Rhetorical Devices: Anaphora  Author's Style: Rhetorical Devices: Anaphora (RP)</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Short Story Students write a short story.  Writing to Sources: Short Story  Writing to Sources: Short Story (RP)</p> <p>STANDARDS W.9-10.3; W.9-10.3.b; W.9-10.4: PI.10A</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Critique Students listen to the performance and then write a brief critique.  Speaking and Listening: Critique  Speaking and Listening: Critique (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: Oedipus the King, Part II</p> <p>STANDARDS RL.9-10.7; W.11-12.1; W.11-12.9.a; SL.9-10.1.d</p>	<p>PERFORMANCE TASK</p> <p>Write a Nonfiction Narrative Students write a narrative that answers the question: Can we see ourselves as clearly as others see us?</p> <p>PreWriting/Planning Students choose a situation to explore, develop the situation, plan the sequence of events, and gather evidence.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.3.a-e; W.9-10.10</p>	<p>LANGUAGE DEVELOPMENT: CONVENTIONS</p> <p>Add Variety: Sentence Structures Students use sentence structures that convey specific meanings.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their narratives and share in small groups.</p> <p>Reflecting Students reflect on their narratives.</p> <p>STANDARDS W.9-10.3.e; W.9-10.5; L.9-10.1.b; L.9-10.2; L.9-10.2.a; L.9-10.2.c; L.9-10.4.c</p>

















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STANDARDS RL.9-10.5; L.9-10.4.c; L.9-10.5; L.9-10.5.b				
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 Word Study: Denotation and Connotation (RP) (TE p 724)  Author's Style: Anaphora (RP) (TE p 725) Personalize for Learning English Language Support: Constructing Parallel Sentences (TE p 725)	 Writing to Sources: Dialogue (RP) (TE p 726) Personalize for Learning English Language Support: Writing Dialogue for a Play (TE p 726)  English Language Support Lesson: Dialogue (On Realize)	 Speaking and Listening: Critique (RP) (TE p 727)		Personalize for Learning English Language Support: Artistic License (TE p 731)
iLit ELL Level E				
iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey Characteristics of Drama Unit 3 Lesson 2, 3: Work Time Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary	iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey Characteristics of Drama Unit 3 Lesson 2, 3: Work Time Analyze Dialogue Unit 4 Lesson 3: Whole Group	iLit Library (Greek literature) Greek Myths Prometheus and the Gift of Fire The Iliad The Odyssey	Write a Narrative Paragraph Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1–7: Extra Practice Write a Narrative Essay Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time Assignments (examples) Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 2 Lesson 41–45: Write a Narrative Essay Unit 4 Lessons 21–25: Plan a Narrative Paragraph	Write a Narrative Paragraph Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1–7: Extra Practice Write a Narrative Essay Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time Assignments (examples) Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 2 Lesson 41–45: Write a Narrative Essay Unit 4 Lessons 21–25: Plan a Narrative Paragraph















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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>OVERVIEW Small-Group Learning</p> <p>SE pp 734-737</p>	<p>SELECTION View From the Empire State Building Helen Keller</p> <p>SE pp 738-741</p>	<p>SELECTION View From the Empire State Building Helen Keller</p> <p>SE pp 741-745</p>	<p>SELECTION Blind Fatima Naoot</p> <p>The Blind Seer of Ambon W.S. Merwin</p> <p>On His Blindness Jorge Luis Borges</p> <p>SE pp 746-753</p>	<p>SELECTION Blind Fatima Naoot</p> <p>The Blind Seer of Ambon W.S. Merwin</p> <p>On His Blindness Jorge Luis Borges</p> <p>SE pp 754-757</p>
<p>Essential Question <i>What does it mean to see?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary unconquerable; indomitable; dominating</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> View From the Empire State Building: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> View From the Empire State Building: First Read Extension Questions</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: unconquerable; indomitable; dominating</p> <p>Word Study: Latin Root -dom-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root -dom- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Choices: Word Choice Students will identify examples of figurative language.</p> <p> Analyze Craft and Structure: Author's Choices: Word Choice</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary transcend; luminous; elemental</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text.</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Blind/The Blind Seer of Ambon/On His Blindness: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: transcend; luminous; elemental</p> <p>Word Study: Latin Root: -lum-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -lum- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Figurative Language Students analyze figurative language.</p> <p> Analyze Craft and Structure: Figurative Language</p>

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<p>Working on Group Projects Students choose specific roles for each member.</p>	<p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.b</p>	<p> Analyze Craft and Structure: Author's Choices: Word Choice (RP)</p> <p>Conventions: Types of Structures Students complete activities marking adverbial phrases.</p> <p> Conventions: Types of Structures</p> <p> Conventions: Types of Structures (RP)</p> <p>Research: Group Presentation Students create a group presentation from a list of subjects.</p> <p> Research: Group Presentation</p> <p> Research: Group Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: View From the Empire State Building</p> <p>STANDARDS RI.9-10.4; W.9-10.6; W.9-10.7; SL.9-10.2; L.9-10.1; L.9-10.1.b; L.9-10.5; L.9-10.1; L.9-10.1.b; L.9-10.5.a; L.9-10.4; L.9-10.4.b</p>	<p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4; L.9-10.4.a</p>	<p> Analyze Craft and Structure: Figurative Language (RP)</p> <p>Author's Style: Word Choice and Meaning Students identify examples of imagery in the poems.</p> <p> Author's Style: Word Choice and Meaning</p> <p> Author's Style: Word Choice and Meaning (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Oral Presentation Students create and present an oral presentation based on one of the poems.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Poetry Collection</p> <p>STANDARDS RL.9-10.2; RL.9-10.4; SL.9-10.1; SL.9-10.3; SL.9-10.4; L.9-10.5; L.9-10.5.a; L.9-10.4.b</p>
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myPerspectives ELL Support				
	<p> Audio Summary</p> <p> View From the Empire State Building: Accessible Leveled Text</p>	<p> Word Study: Latin Root <i>-dom-</i> (RP) (TE p 742)</p> <p> Analyze Craft and Structure: Author's Choices: Word Choice (RP) (TE p 743)</p> <p> Conventions: Types of Structures (RP) (TE p 744)</p> <p> Research: Group Presentation (RP) (TE p 745)</p> <p>Personalize for Learning English Language Support: Understanding Figurative Language and Word Choice (TE p 743)</p> <p> English Language Support Lesson: Figurative Language (On Realize)</p>	<p> Audio Summary</p> <p> Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text.</p> <p>Personalize for Learning English Language Support: Theme (TE p 748)</p> <p>Personalize for Learning English Language Support: Syntax (TE p 751)</p>	<p> Word Study: Latin Root: <i>-lum-</i> (RP) (TE p 754)</p> <p> Analyze Craft and Structure: Figurative Language (RP) (TE p 755)</p> <p> Author's Style: Word Choice and Meaning (RP) (TE p 756)</p> <p> Speaking and Listening: Oral Presentation (RP) (TE p 757)</p> <p>Personalize for Learning English Language Support: Identifying Imagery and Juxtaposition (TE p 756)</p> <p> English Language Support Lesson: Imagery and Juxtaposition (On Realize)</p> <p>Personalize for Learning English Language Support: Preparing for a Panel Discussion (TE p 757)</p>















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iLit ELL Level E				
<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p>	<p>iLit Library (selections by Helen Keller) The Story of My Life Optimism A New Day</p>	<p>iLit Library (selections by Helen Keller) The Story of My Life Optimism A New Day</p> <p>Figurative Language (examples) Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: “Privacy” (poem) Unit 7 Lesson 2</p> <p>Text: “Million Man March” (poem) Unit 7 Lesson 4</p> <p>Theme (examples) Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p>	<p>Introduce Poetry Unit 7 Lesson 1</p> <p>Text: “Privacy” (poem) Unit 7 Lesson 2</p> <p>Text: “Dutiful” (poem) Unit 7 Lesson 3</p> <p>Text: “Million Man March” (poem) Unit 7 Lesson 4</p> <p>Using Figurative Language Unit 7 Lesson 2: Work Time</p>









DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION The Country of The Blind H.G. Wells</p> <p>SE pp 758-781</p>	<p>SELECTION The Country of The Blind H.G. Wells</p> <p>SE pp 782-783</p>	<p>SELECTION The Country of The Blind H.G. Wells</p> <p>SE pp 784-785</p>	<p>SELECTION The Neglected Senses from For the Benefit of Those Who See Rosemary Mahoney</p> <p>SE pp 786-798</p>	<p>SELECTION The Neglected Senses from For the Benefit of Those Who See Rosemary Mahoney</p> <p>SE pp 798-901</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary incoherent; perplexity; delusions</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Country of The Blind: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. The Country of The Blind: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research a topic that interests them.</p> <p>STANDARDS</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions</p> <p>Word Study: Word Study: Latin Root: -jud- / -lus- Concept Vocabulary and Word Study Word Study: Word Study: Latin Root: -jud- / -lus- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Narrative Structure</p>	<p>LANGUAGE DEVELOPMENT</p> <p>EFFECTIVE EXPRESSION</p> <p>Author’s Style: Narrative Pacing Students discuss the characteristics of the pacing in the story. Author’s Style: Narrative Pacing Author’s Style: Narrative Pacing (RP)</p> <p>Writing to Sources: Response Students write a response to the story. Writing to Sources: Response Writing to Sources: Response (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Selection Test: The Country of the Blind</p> <p>STANDARDS RL.9-10.5; W.9-10.3; SL.9- 10.1.a</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary traversed; periphery; navigating</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction</p> <p>Read the Selection Selection Audio The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. The Neglected Senses from For the Benefit of Those Who See: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: traversed; periphery; navigating</p> <p>Word Study: Latin Root: - vers- / -vert- Concept Vocabulary and Word Study Word Study: Latin Root: - vers- / -vert- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Development of Ideas Students analyze literary elements in the story. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP)</p> <p>Conventions: Types of Phrases</p>

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<p>RL.9-10.10; L.9-10.4; L.9-10.4.b; L.9-10.4.d</p>	<p>Students identify distinct stages of the plot of the story.</p> <p> Analyze Craft and Structure: Narrative Structure</p> <p> Analyze Craft and Structure: Narrative Structure (RP)</p> <p>STANDARDS RL.9-10.5; L.9-10.4.b; L.9-10.4.c</p>		<p>Students research something that interests them.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.a</p>	<p>Students complete activities identifying prepositions and adjectival phrases.</p> <p> Conventions: Types of Phrases</p> <p> Conventions: Types of Phrases (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Oral Presentation Students prepare and deliver an oral presentation.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Neglected Senses</p> <p>STANDARDS RI.9-10.5; L.9-10.1; L.9-10.1.b; L.9-10.4.b</p>
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myPerspectives ELL Support				
<p> Audio Summary</p> <p> The Country of the Blind: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 761)</p> <p>Personalize for Learning English Language Support: Idiom (TE p 764)</p> <p>Personalize for Learning English Language Support: Pronoun-Antecedent Agreement (TE p 776)</p>	<p> Word Study: Latin Root: <i>-lud- /-lus-</i> (RP) (TE p 782)</p> <p> Analyze Craft and Structure: Narrative Structure (RP) (TE p 783)</p> <p>Personalize for Learning English Language Support: Understanding the Parts of the Plot. (TE p 783)</p> <p> English Language Support Lesson: Plot (On Realize)</p>	<p> Author's Style: Narrative Pacing (RP) (TE p 784)</p> <p> Writing to Sources (RP) (TE p 785)</p> <p>Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 785)</p>	<p> Audio Summary</p> <p> The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Understanding figures of Speech (TE p 789)</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 791)</p>	<p> Word Study: Latin Root: <i>-vers- /-vert-</i> (RP) (TE p 798)</p> <p> Analyze Craft and Structure: Development of Ideas (RP) (TE p 799)</p> <p> Conventions: Types of Phrases (RP) (TE p 800)</p> <p> Speaking and Listening: Oral Presentation (RP) (TE p 801)</p> <p>Personalize for Learning English Language Support: Adjective Phrases (TE p 800)</p> <p> English Language Support Lesson: Adjective Phrases (On Realize)</p>
iLit ELL Level E				
<p>iLit Library (selections by H. G. Wells) The War of the Worlds The Invisible Man The Time Machine</p> <p>Pronoun-Antecedent Agreement Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 42: Work Time</p> <p>Domain-Specific Words Unit 2 Lesson 13: Vocabulary Unit 4 Lesson 45: Whole Group; Work Time</p>	<p>iLit Library (selections by H. G. Wells) The War of the Worlds The Invisible Man The Time Machine</p> <p>Connect Story Elements (Setting, Plot, Mood, Characters) Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p>	<p>iLit Library (selections by H. G. Wells) The War of the Worlds The Invisible Man The Time Machine</p> <p>Assignments (related material) Unit 2 Lessons 36–40: Grammar Study Plan: Part 5: Skill 10: Subject-Verb Agreement</p>	<p>Text: "I Have Down Syndrome" Unit 5 Lesson 3</p> <p>iLit Library An Amazing Act of Friendship Helps Blind Girl Drive</p> <p>Allusions Unit 4 Lesson 5: Whole Group; Work Time</p> <p>Figurative Language Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p>	<p>Text: "I Have Down Syndrome" Unit 5 Lesson 3</p> <p>iLit Library An Amazing Act of Friendship Helps Blind Girl Drive</p> <p>Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p> <p>Multimedia Presentation Unit 5 Lesson 1-10</p>

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>PERFORMANCE TASK: Speaking and Listening Focus Present an Oral Retelling</p> <p>SE pp 802-803</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 804-805</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 806-808</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 809-811</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 812-813</p>
<p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present an Oral Retelling Students will develop an oral retelling of the selections addressing the question: Can one have sight but no vision, or vision but no sight?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.4.b; SL.9-10.5</p>	<p>Essential Question <i>What does it mean to see?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide Close-Read Guide</p> <p> First-Read Guide Close-Read the Text</p> <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> <p>Evidence Log</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Notes for a Nonfiction Narrative Students evaluate their ideas.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Nonfiction Narrative Students will write a nonfiction narrative asking if there is a difference between seeing and knowing?</p> <p>Narrative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.3.a-e; W.9-10.10</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Storytelling After completing the narrative, students develop a brief three- to five-minute storytelling session.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.1; SL.9-10.1.a; SL.9-10.5; SL.9-10.6</p>

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		<p>Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p>		
myPerspectives ELL Support				
		 Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level E				
<p>Present a Narrative Essay Unit 2 Lesson 43: Work Time Unit 2 Lesson 44: Work Time</p> <p>Retell Events to Clarify (examples) Unit 4 Lesson 27: Read Aloud, Think Aloud</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 32: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p>Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group</p> <p>Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p>iLibrary All texts</p>	<p>Write a Narrative Paragraph Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1–7: Extra Practice</p> <p>Write a Narrative Essay Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p>Assignments (examples) Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 2 Lesson 41–45: Write a Narrative Essay Unit 4 Lessons 21–25: Plan a Narrative Paragraph</p>	<p>Present a Narrative Essay Unit 2 Lesson 43: Work Time Unit 2 Lesson 44: Work Time</p> <p>Retell Events to Clarify (examples) Unit 4 Lesson 27: Read Aloud, Think Aloud</p>