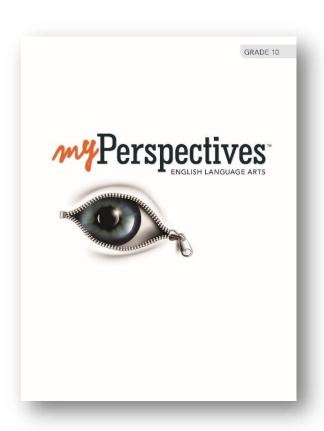


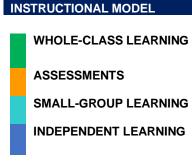


# **Grade 10 Unit Planning Guide**



# 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:



# **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 you 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.

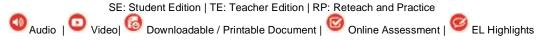
#### Selections & Media

#### 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



### 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**

#### **Unit Reflection**

Part 1 – Writing to Sources: Explanatory Essay

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

Students will write an explanatory essay on the following topic:

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

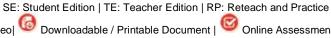
Part 2 – Speaking & Listening: Informal Talk

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











| DAY 1   | DAY 2   | DAY 3   | DAY 4  | DAY 5   |
|---|---|---|--|---|
| SE pp 4-9 Unit Goals  | OVERVIEW Whole-Class Learning  SE pp 10-11 Essential Question   | SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe  SE pp 12-22 MAKING MEANING  | SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe  SE pp 22-32 MAKING MEANING   | SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe  SE p 33 MAKING MEANING  |
| 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 | Whole-Class Learning Strategies  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. | 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 | 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 Students will respond to questions about the text, citing textual evidence.  STANDARDS | 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 |

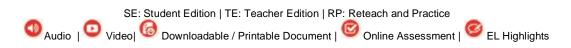








| Summary Students write a summary of the Launch Text.  Launch Activity Students participate in an activity related to the unit theme.  QuickWrite Students write a response to the QuickWrite prompt: How is an "American" identity created:  Evidence Log |   | RL.9-10.1; RL.9-10.10                     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



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

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

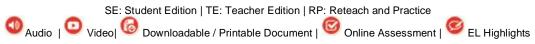










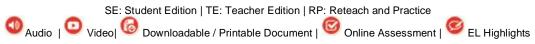


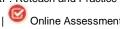
| myPerspectives ELL Support  |  |   |  |  |
|---|--|---|--|--|
| Word Study: Denotation and Connotation (RP) (TE p 34)   | Conventions: Sentence Structure (RP) (TE p 35)  Personalize for Learning English Language Support: Parts of Speech (TE p 35) | Audio Summary House Taken Over: Accessible Leveled 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       | 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    | iLit Library The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher  Setting; Character; Plot  | iLit Library The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher  Conduct Research | iLit Library The Black Cat Frankenstein The Masque of Red Death The Fall of the House of Usher |
| Connotations and<br>Denotations<br>Unit 2 Lesson 38: Vocabulary<br>Unit 2 Lesson 47: Vocabulary<br>Unit 2 Lesson 49: Vocabulary | Assignments: Grammar<br>Study Plan<br>Unit 2 Lessons 6–10: Part 5:<br>Skill 5: Four Kinds of<br>Sentences                    | Unit 2 Lesson 9: Read Aloud,<br>Think Aloud  Idioms Unit 2 Lesson 7: Vocabulary   | Unit 5 Lesson 1: Whole<br>Group  |  |











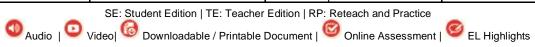


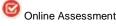
| DAY 11                                  | DAY 12                        | DAY 13                                   | DAY 14                        | DAY 15                        |
|---|-------------------------------|--|-------------------------------|-------------------------------|
| SELECTION                               | SELECTION                     | SELECTION                                | PERFORMANCE TASK:             | PERFORMANCE TASK:             |
| Anchor Text                             | Anchor Text                   | from How to Tell You're                  | WRITING FOCUS                 | WRITING FOCUS                 |
| House Taken Over                        | House Taken Over              | Reading a Gothic Novel – In              | Write an Explanatory Essay    | Write an Explanatory Essay    |
| Julio Cortazar                          | Julio Cortazar                | Pictures                                 |                               |                               |
|   |                               |  |                               |                               |
| SE pp 46-47                             | SE pp 48-49                   | SE pp 50-57                              | SE pp 58-60                   | SE pp 61-63                   |
| LANGUAGE                                | EFFECTIVE EXPRESSION          | MAKING MEANING                           | PERFORMANCE TASK              | LANGUAGE                      |
| DEVELOPMENT                             | LITEOTIVE EXPRESSION          | WARING WEARING                           | FERI ORMANCE TASK             | DEVELOPMENT:                  |
| DEVELOT MENT                            | Writing to Compare:           | Concept Vocabulary                       | Write an Explanatory Essay    | AUTHOR'S STYLE                |
| Concept Vocabulary                      | Explanatory Essay             | reclusive; sinister; ethereal            | Students write an explanatory | Admondante                    |
| Students complete activities            | Students write an essay       | rootacivo, ciricior, ciricicar           | essay that explores the       | Descriptive Details           |
| related to the Concept                  | comparing Gothic style and    | First Read Media                         | question of how and when      | Students record details to    |
| Vocabulary words:                       | Magical Realism.              | Students Notice, Annotate,               | does imagination overcome     | include in their writing.     |
| spacious; unvoiced; obscure;            |                               | Connect, Respond as they                 | reason?                       |                               |
| recessed; vestibule; muffled            | (A) William C                 | read the selection the first             |                               | PERFORMANCE TASK              |
|   | Writing to Compare:           | time.                                    | PreWriting/Planning           |                               |
| Word Study: Patterns of                 | Explanatory Essay             | First-Read Guide                         | Students focus ideas, gather  | Revising                      |
| Word Changes                            | Evidence Log                  | First-Read Guide                         | evidence and connect across   | Students evaluate and revise  |
| Students write English                  | Students add notes and        | Read the Selection                       | texts.                        | draft utilizing peer reviews. |
| cognates for Spanish Words.             | evidence that will be used to |  |                               |                               |
| Concept Vocabulary and                  | inform the Performance-       | Selection Audio                          | Drafting                      | Editing and Proofreading      |
| Word Study                              | Based Assessment.             | from How to Tell You're                  | Students organize and write a | Students edit for conventions |
|   |                               | Reading a Gothic Novel – In              | first draft.                  | and proofread for accuracies. |
| Word Study: Patterns of                 | SELECTION TEST                | Pictures                                 | STANDARDS                     | Publishing and Presenting     |
| Word Study (RP)                         | @ Salaction Test: House       | riotures                                 | W.9-10.2.a-f; W.9-10.3; W.9-  | Students create a final       |
| Mand Nationals                          | Sciection rest. House         | Comprehension Check                      | 10.4; W.9-10.9; W.9-10.10     | version of their essays and   |
| Word Network Add words related to       | Taken Over                    | Students complete                        | 10.4, **.5 10.5, **.5 10.10   | share in small groups.        |
| And words related to American Identity. | STANDARDS                     | comprehension questions.                 |                               | Griaro in ornan groupe.       |
| American identity.                      | RL.9-10.5; W.9-10.2; W.9-     |  |                               | Reflecting                    |
| Conventions: Types of                   | 10.9; W.9-10.9.a              | from How to Tell You're                  |                               | Students reflect on their     |
| Phrases                                 | 10.5, \$\text{V.5-10.5.a}     | Reading a Gothic Novel – In              |                               | essays.                       |
| Students identify                       |                               | Pictures: First Read Extension Questions |                               | -                             |
| Prepositional Phrases.                  |                               | Extension Questions                      |                               | STANDARDS                     |
|   |                               | Research to Clarify                      |                               | W.9-10.2.b; W.9-10.2.c; W.9-  |
| Conventions: Types of                   |                               | Students research one                    |                               | 10.2.d; W.9-10.f; W.9-10.3;   |
| Phrases                                 |                               | unfamiliar detail from the text.         |                               | W.9-10.3.d; W.9-10.5          |
| Conventions: Types of                   |                               | and dotain noin the toxt.                |                               |                               |
| Phrases (RP)                            |                               | Research to Explore                      |                               |                               |
| , ,                                     |                               | Students choose an item from             |                               |                               |
|   |                               | the text and formulate a                 |                               |                               |
|   |                               | research question.                       |                               |                               |











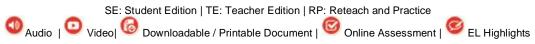


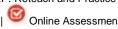
| STANDARDS                  | Close Read the Text            |  |
|----------------------------|--------------------------------|--|
|                            |                                |  |
| L.9-10.1; L.9-10.1.b; L.9- | Students will review the Close |  |
| 10.4.b; L.9-10.5           | Read Model and complete the    |  |
|                            | close read sections in the     |  |
|                            | selection.                     |  |
|                            | 00.00                          |  |
|                            | LANGUAGE                       |  |
|                            | DEVELOPMENT                    |  |
|                            | DEVELOPMENT                    |  |
|                            | Company Manakadama             |  |
|                            | Concept Vocabulary             |  |
|                            | Students complete activities   |  |
|                            | related to the Concept         |  |
|                            | Vocabulary words:              |  |
|                            | reclusive; sinister; ethereal  |  |
|                            | <b>@</b> _                     |  |
|                            | Concept Vocabulary             |  |
|                            |                                |  |
|                            | Word Network                   |  |
|                            | Add words related to           |  |
|                            | portrayals of fear.            |  |
|                            | ,                              |  |
|                            | EFFECTIVE EXPRESSION           |  |
|                            |                                |  |
|                            | Speaking and Listening:        |  |
|                            | Informational Graphic          |  |
|                            |                                |  |
|                            | Students create and present    |  |
|                            | an informational graphic.      |  |
|                            | Speaking and Listening:        |  |
|                            | Informational Graphic          |  |
|                            | Informational Graphic          |  |
|                            | Evidence I em                  |  |
|                            | Evidence Log                   |  |
|                            | Students add notes and         |  |
|                            | evidence that will be used to  |  |
|                            | inform the Performance-        |  |
|                            | Based Assessment.              |  |
|                            |                                |  |
|                            | STANDARDS                      |  |
|                            | RI.9-10.1; RI.9-10.10; SL.9-   |  |
|                            | 10.2; SL.9-10.4; SL.0-10.5;    |  |
|                            | Pl.2; Pl.6C                    |  |
|                            | ,                              |  |
|                            |                                |  |
|                            |                                |  |
|                            |                                |  |
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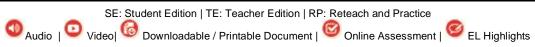
| myPerspectives ELL Support  |  |   |   |
|---|--|---|---|
| Word Study: Patterns of Word Changes (RP) (TE p 46) Conventions: Types of Phrases (RP) (TE p 47)  Personalize for Learning English Language Support: Using Prepositions to Add Details to Writing (TE p 47) | Personalize for Learning English Language Support: Practice Explanatory Writing (TE p 49)  English Language Support Lesson: Explanatory Writing (On Realize) | Audio Summary  from How to Tell You're Reading a Gothic Novel – In Pictures  Personalize for Learning English Language Support: Idioms (TE p 51)  Personalize for Learning English Language Support: Syntax (TE p 53)  Personalize for Learning English Language Support: Key Words (TE p 56)  Personalize for Learning English Language Support: Plan an Informational Graphic (TE p 57) | Personalize for Learning English Language Support: Modifying to Add Descriptive Details (TE p 62) |

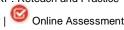












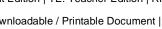


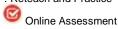
| iLit ELL Level E             | iLit ELL Level E            |                             |                              |                              |  |
|------------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|--|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













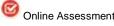
| DAY 16   | DAY 17  | DAY 18   | DAY 19                                | DAY 20  |
|--|---|--|---------------------------------------|---|
| OVERVIEW   | SELECTION   | SELECTION  | SELECTION                             | SELECTION                                     |
| Small-Group Learning                               | Where is Here?  | Where is Here?                                   | from The Dream Collector              | from The Dream Collector                      |
| , ,  | Joyce Carol Oates                                     | Joyce Carol Oates                                | Arthur Tress                          | Arthur Tress                                  |
|  |   | j  |                                       |   |
|  |   |  |                                       |   |
|  |   |  |                                       |   |
| SE pp 64-67  | SE pp 68-78   | SE pp 78-81                                      | SE pp 82-87                           | SE pp 88-89                                   |
| Essential Question                                 | MAKING MEANING  | LANGUAGE   | MAKING MEANING                        | MAKING MEANING                                |
| What is the allure of fear?                        |   | DEVELOPMENT                                      |                                       |   |
|  | Concept Vocabulary                                    |  | Media Vocabulary                      | Close Review                                  |
| Small-Group Learning                               | gregarious; amiably; stoical                          | Concept Vocabulary                               | composition; perspective or           | Students will review the                      |
| Strategies   | First Book  | Students complete activities                     | angle; lighting and color;            | photographs and first-review                  |
| Prepare  | First Read  | related to the Concept                           | subject; location                     | notes and record any new observations.        |
| <ul> <li>Participate Fully</li> </ul>              | Students Notice, Annotate,                            | Vocabulary words:                                | First Bood                            | observations.                                 |
| Support Others                                     | Connect, Respond as they read the selection the first | gregarious; amiably; stoical                     | First Read Students Look, Note,       | Analyze the Media                             |
| Clarify  | time.   | Word Study                                       | Connect, Respond as they              | Students will respond to                      |
| Small-Group Learning                               | unic.   | Adverbs of Manner                                | review the media the first            | questions about the text,                     |
| Small-Group Learning                               | 0   |  | time.                                 | citing textual evidence.                      |
| Strategies   | First-Read Guide: Fiction                             | Concept Vocabulary and                           |                                       |   |
| Table of Contents Preview                          |   | Word Study                                       | <b>@</b>                              | Analyze the Media                             |
| Preview the selections in the                      | Read the Selection                                    | Word Study: Adverbs                              | First-Review Guide:                   |   |
| unit and discuss how they                          | Selection Audio                                       | (RP)   | Media: Art and Photography            | LANGUAGE                                      |
| relate to the EQ and unit                          |   | (141)  |                                       | DEVELOPMENT                                   |
| topic.   | Where is Here?:                                       | Word Network                                     | Read the Selection                    | Mar Pa Marada Isa                             |
|  | Accessible Leveled Text                               | Students add new words to                        | Selection Audio                       | Media Vocabulary Students complete activities |
| Working as a Team                                  |   | their Word Network as they                       |                                       | related to the Media                          |
| Take a position                                    | Comprehension Check                                   | read texts in the unit.                          | from the Dream Collector              | Vocabulary words:                             |
| List your rules                                    | Students complete                                     |  | Communication Charle                  | composition; perspective or                   |
| Apply the rules                                    | comprehension questions.                              | Analyze Craft & Structure                        | Comprehension Check Students complete | angle; lighting and color;                    |
| Name your group                                    | 0   | Literary Style                                   | comprehension questions.              | subject; location                             |
| Create a communication                             | Where is Here?: First                                 | Students will identify details                   | comprehension questions.              |   |
| plan   | Read Extension Questions                              | that relate to literary                          | STANDARDS                             | Media Vocabulary                              |
|  |   | elements.  | RI.9-10.10; L.9-10.6                  |   |
| Making a Schedule                                  | Research to Clarify                                   | 0  | 1                                     | EFFECTIVE EXPRESSION                          |
| Students make a schedule                           | Students research one                                 | Mnalyze Craft and                                |                                       | Speaking and Listening:                       |
| with group for completing                          | unfamiliar detail from the text.                      | Structure: Literary Style                        |                                       | Visual Presentation                           |
| tasks.   | B   |  |                                       | Students create a visual                      |
| Warking on Croup Brainsta                          | Research to Explore                                   | Analyze Craft and Structure: Literary Style (RP) |                                       | presentation incorporating                    |
| Working on Group Projects Students choose specific | Students research an interesting topic.               | Structure. Literary Style (RP)                   |                                       | text and images.                              |
| roles for each member.                             | interesting topic.                                    | Author's Style: Character                        |                                       |   |
| Toles for each member.                             |   | Development                                      |                                       | Speaking and Listening:                       |
|  |   | Students analyze character                       |                                       | Visual Presentation                           |
|  |   | from examples of dialogue.                       |                                       |   |
|  |   |  |                                       |   |













# 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 the Text

# **STANDARDS**

RL.9-10.10; L.9-10.4; L.9-10.a.b

Author's Style: Character Development

Author's Style: Character Development (RP)

#### **EFFECTIVE EXPRESSION**

# Writing to Sources: Narrative

Students write a narrative that extends the scope of "Where is Here?".

Writing to Sources: Narrative

Writing to Sources: Narrative (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: Where is Here?

#### **STANDARDS**

RL.9-10.3; RL.9-10.5; W.9-10.3; L.9-10.2.c; L.9-10.4.b

**Evidence Log** 

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

### **STANDARDS**

SL.9-10.5; SL.9-10.6; L.9-10.6

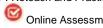
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice









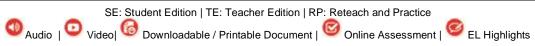


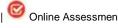


| myPerspectives ELL Support   | t .   |  |  |   |
|--|---|--|--|---|
| myr cropodavoo eee suppor  | Audio Summary  Where is Here?: Accessible Leveled Text  Personalize for Learning English Language Support: Syntax (TE p 75)               | Word Study: Adverbs (RP) (TE p 78) Analyze Craft and Structure: Literary Style (RP) (TE p 79) Author's Style: Character Development (RP) (TE p 80) Writing to Sources: Narrative (RP) (TE p 81) Personalize for Learning English Language Support: Using Dialogue (TE p 80) English Language Support Lesson: Dialogue (On Realize) | Audio Summary from the Dream Collector  Personalize for Learning English Language Support: First Read: Multiple Meaning Words (TE p 83)  Personalize for Learning English Language Support: Background Knowledge (TE p 85)   |   |
| 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 (suspense examples) Dream of the Dead I Died Here Village of Vampires  Vary Sentence Structure Unit 6 Lesson 26: Whole Group | iLit Library (suspense examples) Dream of the Dead I Died Here Village of Vampires  Characters (examples) Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time   | 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  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 Unit 4 Lesson 21: Vocabulary; Work Time | Multimedia Presentation<br>Unit 5 Lesson 1-10 |











| DAY 21                           | DAY 22                                    | DAY 23                           | DAY 24                                  | DAY 25   |
|----------------------------------|---|----------------------------------|---|--|
| SELECTION                        | SELECTION                                 | SELECTION                        | SELECTION                               | PERFORMANCE TASK:                                    |
| Why Do Some Brains Enjoy         | Why Do Some Brains Enjoy                  | beware: do not read this         | beware: do not read this                | Speaking and Listening                               |
| Fear?                            | Fear?                                     | poem                             | poem                                    | Focus  |
| Allegra Ringo                    | Allegra Ringo                             | İshmael Reed                     | İshmael Reed                            | Deliver an Explanatory                               |
|                                  |   |                                  |   | Presentation   |
|                                  |   | The Raven                        | The Raven                               |  |
|                                  |   | Edgar Allan Poe                  | Edgar Allan Poe                         |  |
|                                  |   | \\/in dim a                      | \\/indian                               |  |
|                                  |   | Windigo<br>Louise Erdrich        | Windigo<br>Louise Erdrich               |  |
|                                  |   | Louise Liulicii                  | Louise Liulicii                         |  |
| SE pp 90-95                      | SE pp 96-99                               | SE pp 100-109                    | SE pp 110-113                           | SE pp 114-115  |
| MAKING MEANING                   | LANGUAGE                                  | MAKING MEANING                   | MAKING MEANING                          | PERFORMANCE TASK                                     |
|                                  | DEVELOPMENT                               |                                  |   |  |
| Technical Vocabulary             |   | Concept Vocabulary               | Close Read the Text                     | Deliver an Explanatory                               |
| stimulus; dissonance;            | Technical Vocabulary                      | entreating, implore, beguiling   | Students will review the Close          | Presentation   |
| cognitive                        | Students complete activities              |                                  | Read Model and complete the             | As a group students develop                          |
|                                  | related to the Concept                    | First Read                       | close read sections in the              | a presentation that addresses                        |
| First Read                       | Vocabulary words:                         | Students Notice, Annotate,       | selection.                              | how, in literature, a sense of                       |
| Students Notice, Annotate,       | stimulus; dissonance;                     | Connect, Respond as they         | Close Read the Text                     | uncertainty helps to create an                       |
| Connect, Respond as they         | cognitive                                 | read the selection the first     | Ologe Read the Text                     | atmosphere of fear.                                  |
| read the selection the first     |   | time.                            | Analyze the Text                        | B1 1/1 1/1 0   |
| time.                            | Word Study                                | First-Read Guide: Poetry         | Students will respond to                | Plan with Your Group                                 |
| First-Read Guide: Non-           | Patterns of Word Changes                  |                                  | questions about the text,               | Students analyze the text, gather evidence and media |
| Fiction                          | Concept Vocabulary and                    | Read the Selection               | citing textual evidence.                | examples, and organize ideas                         |
|                                  | Word Study                                | O A L III A II                   |   | for the presentation.                                |
| Read the Selection               | Mand Otroba Dattana af                    | Selection Audio                  | Analyze the Text                        | for the presentation.                                |
| Selection Audio                  | Word Study: Patterns of Word Changes (RP) | beware; do not read this         | LANGUAGE                                | STANDARDS  |
|                                  | Word Changes (RP)                         | poem/ The Raven/Windigo:         | DEVELOPMENT                             | SL.9-10.1; SL.9-10.1.b                               |
| Why Do Some Brains               | Word Network                              | Accessible Text                  | DEVELOPIVIENT                           |  |
| Enjoy Fear?: Accessible          | Students add new words to                 |                                  | Concept Vocabulary                      |  |
| Leveled Text                     | their Word Network as they                | Comprehension Check              | Students complete activities            |  |
|                                  | read texts in the unit.                   | Students complete                | related to the Concept                  |  |
| Comprehension Check              | Toda toxto in the drift.                  | comprehension questions.         | Vocabulary words:                       |  |
| Students complete                | Analyze Craft & Structure                 | _                                | entreating, implore, beguiling          |  |
| comprehension questions.         | Speaker's Claims and                      | beware; do not read this         | , |  |
| Why Do Some Brains               | Evidence                                  | poem/ The Raven/Windigo :        | Word Study                              |  |
| Enjoy Fear?: First Read          | Students identify evidence                | First Read Extension             | Anglo-Saxon Prefix: be-                 |  |
| Extension Questions              | that supports claims.                     | Questions                        | Concept Value bullens and               |  |
|                                  |   | 2203.0110                        | Concept Vocabulary and                  |  |
| Research to Clarify              | Analyze Craft and                         | Research to Clarify              | Word Study                              |  |
| Students research one            | Structure: Speaker's Claims and Evidence  | Students research one            | Word Study: Anglo-Saxon                 |  |
| unfamiliar detail from the text. | and Evidence                              | unfamiliar detail from the text. | Prefix: be- (RP)                        |  |
|                                  |   |                                  |   |  |















# Research to Explore

Students explore an aspect of the text they find interesting.

#### Close Read the Text

Students will review the Close Read Model and complete the close read sections in the selection.



#### Analyze the Text

Students will respond to questions about the text. citing textual evidence.

Malyze the Text

#### **STANDARDS**

RI.9-10.10; L.9-10.4; L.9-10.4.a

Analyze Craft and Structure: Speaker's Claims and Evidence (RP)

# Author's Style: Scientific and Technical Diction

Students complete activities identifying scientific and technical terms.

Author's Style: Scientific and Technical Diction

Author's Style: Scientific and Technical Diction (RP)

#### **EFFECTIVE EXPRESSION**

# Research: Group Presentation

Students will research cultural dimensions of fear and present findings.

Research: Group Presentation

Research: Group Presentation (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: Why Do Some Brains Enjoy Fear?

#### **STANDARDS**

RI.9-10.3; L.9-10.4.b; L.9-10.6

# STANDARDS

RL.9-10.10; L.9-10.4; L.9-10.4.b

# Word Network

Students add new words to their Word Network as they read texts in the unit.

# **Analyze Craft & Structure Development of Theme**

Students will analyze how the speaker's tone and the poem's imagery reveal the theme.

Analyze Craft and Structure: Development of Theme

Analyze Craft and Structure: Development of Theme (RP)

# Author's Style **Point of View**

Students find examples of the effects point of view.

Author's Style: Point of View

Muthor's Style: Point of View (RP)

# **EFFECTIVE EXPRESSION** Speaking and Listening: **Group Presentation**

Students create and deliver a group presentation.

Speaking and Listening: Group Presentation

Speaking and Listening: Group Presentation (RP)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

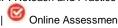














|   |  | evidence that will be used to inform the Performance-Based Assessment.  Selection Test: Poetry Collection  STANDARDS  RL.9-10.2; L.9-10.4.b; L.9-10.4.d  |  |
|---|--|--|--|
|   | <b>0</b>   | (Au. 10. 1   |  |
| Word Study: Patterns of Word Changes (RP) (TE p 96) Analyze Craft and Structure: Speaker's Claims and Evidence (RP) (TE p 97) Author's Style: Scientific and Technical Diction (RP) (TE p 98) Research: Group Presentation (RP) (TE p 99) Personalize for Learning English Language Support: Writing Interview Questions (TE p 97) English Language Support Lesson: Interviews (On Realize) | Audio Summary beware; do not read this poem/ The Raven/Windigo: Accessible Text  Personalize for Learning English Language Support: Syntax (TE p 107)  | Word Study: Anglo-Saxon Prefix: be- (RP) (TE p 110) Analyze Craft and Structure: Development of Theme (RP) (TE p 111) Author's Style: Point of View (RP) (TE p 112) Speaking and Listening: Group Presentation (RP) (TE p 113) Personalize for Learning English Language Support: Writing in Different Points of View (TE p 112) English Language Support Lesson: Point of View (On Realize) |  |
|   | (TE p 96)  Analyze Craft and Structure: Speaker's Claims and Evidence (RP) (TE p 97)  Author's Style: Scientific and Technical Diction (RP) (TE p 98)  Research: Group Presentation (RP) (TE p 99)  Personalize for Learning English Language Support: Writing Interview Questions (TE p 97)  English Language Support Lesson: Interviews (On Realize) | Word Changes (RP) (TE p 96)  Analyze Craft and Structure: Speaker's Claims and Evidence (RP) (TE p 97)  Author's Style: Scientific and Technical Diction (RP) (TE p 98)  Research: Group Presentation (RP) (TE p 99)  Personalize for Learning English Language Support: Writing Interview Questions (TE p 97)  English Language Support Lesson: Interviews                                  | Based Assessment.  Based Assessment.  Selection Test: Poetry Collection  STANDARDS  RL.9-10.2; L.9-10.4.b; L.9-10.4.d  RL.9-10.2; L.9-10.4.b; L.9-10.4.d  Audio Summary  beware; do not read this poem/ The Raven/Windigo: Accessible Text  Personalize for Learning English Language Support: Syntax (TE p 97)  Research: Group  Presentation (RP) (TE p 98)  Personalize for Learning English Language Support: Writing Interview Questions (TE p 97)  English Language Support: Writing Interview Questions (TE p 97)  English Language Support: Writing Interview Questions (TE p 97)  English Language Support: Writing Interview Questions (TE p 97)  English Language Support: Writing Interview Questions (TE p 97)  English Language Support: Writing Interview Questions (TE p 97)  English Language Support: Writing in Different Points of View (TE p 112)  Segment Presentation (RP) (TE p 112)  English Language Support: Writing in Different Points of View (TE p 112) |













| iLit ELL Level E   |  |  |  |
|--|--|--|--|
| Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8  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  Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8  Plan an Interview and Visuals Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time Vocabulary | 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 | 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 | Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9- 9: Work Time  Presenting Writing Activities (examples) Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time  Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation |

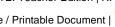
| DAY 26   | DAY 27  | DAY 28  | DAY 29  | DAY 30  |
|--|---|---|---|---|
| PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation   | INTRODUCE<br>INDEPENDENT LEARNING   | INDEPENDENT LEARNING  | PERFORMANCE-BASED<br>ASSESSMENT   | PERFORMANCE-BASED<br>ASSESSMENT   |
| SE p 115   | SE pp 116-117   | SE pp 118-120   | SE pp 121-123   | SE pp 124-125   |
| Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.9-10.4; SL.9-10.5; SL.9- 10.6 | Essential Question What is the allure of fear?  Independent Learning Strategies  Create a Schedule Practice what you have learned Take Notes  Independent Learning Strategies  Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  Contents | First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide  Close-Read Guide  Close-Read Guide  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Quick Write Students write about a paragraph that grabbed their interest.  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.  Evidence Log | Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  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.  Explanatory Text Rubric Students use the rubric to guide their revisions.  STANDARDS W.9-10.2.a-f; w.9-10.9; W.9-10.10 | PERFORMANCE-BASED ASSESSMENT  Speaking and Listening: Informal Talk Students will use their essay as the foundation for a three- to five-minute informal talk.  Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.  Reflect on the Unit Unit Test  STANDARDS SL.9-10.1; SL.9-10.1.a; SL.9- 10.4.a |













|                            | 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 |  |  |
| 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

# Research Plan & Create a **Multimedia Presentation**

Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time

# **Presenting Writing Activities** (examples)

Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time

# Assignments

Unit 5: Lessons 1-5: Plan & Research a Multimedia Presentation

# **Identify Reliable Sources** and Take Notes

Unit 5 Lesson 3: Whole Group

# **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** 

# Make Connections

Unit 2 Lesson 16: Read Aloud, Think Aloud

# Summarize (examples)

Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group

# **Draw Conclusions** (examples)

Unit 4 Lesson 13: Read Aloud. Think Aloud; Work Time

# iLibrary All texts

# 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

# 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

# Research Plan & Create a **Multimedia Presentation**

Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time

# **Presenting Writing Activities (examples)**

Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time

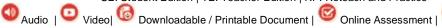
# Assignments

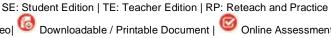
Unit 5: Lessons 1-5: Plan & Research a Multimedia Presentation













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

# WHOLE-CLASS LEARNING ASSESSMENTS SMALL-GROUP LEARNING INDEPENDENT LEARNING

#### **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

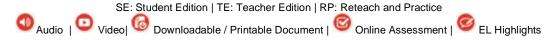
• Isn't Everyone a Little Bit Weird? (950L)

#### 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)



- 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.

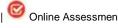
| DAY 1  | DAY 2   | DAY 3   | DAY 4   | DAY 5  |
|--|---|---|---|--|
| SE pp 126-133 Unit Goals Students will deepen their perspective of outsiders and   | DAY 2  OVERVIEW  Whole-Class Learning  SE pp 134-135  Essential Question  Do people need to belong?   | DAY 3  SELECTION Anchor Text The Metamorphosis Franz Kafka  SE pp 136-150  MAKING MEANING  Concept Vocabulary   | DAY 4  SELECTION Anchor Text The Metamorphosis Franz Kafka  SE pp 151-165  MAKING MEANING  Read the Selection | DAY 5  SELECTION Anchor Text The Metamorphosis Franz Kafka  SE pp 166-179  MAKING MEANING  Read the Selection  |
| perspective of outsiders and outcasts by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary contradict; negate; objection; verify; advocate  Home Connection Letter  Spanish Home Connection Letter  Unit 2 Answer Key  Launch Text  Students will read "Isn't Everyone a Little Bit Weird?". 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.  Word Network  Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary | Whole-Class Learning Strategies  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. | distress, amelioration, aversion, asphyxiation, listlessly, travail  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 Metamorphosis: Accessible Leveled Text  STANDARDS RL.9-10.10 | Read the Selection  Selection Audio  The Metamorphosis: Accessible Leveled Text  STANDARDS RL.9-10.10         | Read the Selection  Selection Audio The Metamorphosis: Accessible Leveled Text  Comprehension Check Students complete comprehension questions. The Metamorphosis: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  STANDARDS RL.9-10.10 |
| Students write a summary of the Launch Text.   |   |   |   |  |













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



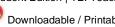
|                              |                              | English Language Support:<br>Idioms<br>(TE p 144) |                               |                          |
|------------------------------|------------------------------|---|-------------------------------|--------------------------|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

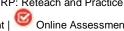
| DAY 6   | DAY 7   | DAY 8   | DAY 9  | DAY 10  |
|---|---|---|--|---|
| SELECTION<br>Anchor Text  | SELECTION<br>Anchor Text  | SELECTION<br>Anchor Text  | SELECTION<br>Anchor Text   | SELECTION<br>Anchor Text  |
| The Metamorphosis   | The Metamorphosis   | The Metamorphosis   | The Metamorphosis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













| 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<br>and Connotation (RP)<br>(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 |

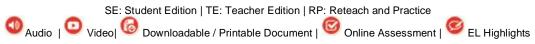
| DAY 11DAY 12DAY 13DAY 14DAY 15SELECTION<br>Anchor Text<br>The MetamorphosisSELECTION<br>Franz Kafka and<br>MetamorphosisSELECTION<br>Franz Kafka and<br>MetamorphosisPERFORMANCE TASK:<br>WRITING FOCUS<br>Write an ArgumentPERFORMANCE TASK:<br>WRITING FOCUS<br>Write an Argument   | E TVCK-   |
|---|---|
| Franz Kafka BBC BBC   | JS  |
| EFFECTIVE EXPRESSION  Speaking and Listening: Debate Students debate putting "The Metamorphosis" on the required reading list.  Speaking and Listening: Debate Sypeaking and Listening: Debate Sypeaking and Listening: Debate (RP) Speaking and Listening: Debate (RP) Speaking and Listening: Debate (RP) Speaking and Listening: Debate (RP) Students add notes and evidence that will be used to inform the Performance- Based Assessment.  SELECTION TEST  Selection Test: The Metamorphosis Standards Selection Audio  Comprehension Check Students complete comprehension questions.  STANDARDS SL 9-10.1; SL 9-10.3; SL 9-10.6  SEQUENTE STANDARDS SL 9-10.1; SL 9-10.3; SL 9-10.6  SEQUENTE STANDARDS Students will watch the video again and write down new observations.  SCIOSe Review Guide: Media-Media  SEP 189  SE pp 190-192  SE pp 190-192  PERFORMANCE TASK Write an Argument Students will watch a visual Analysis Sudents conducts.  Writing to Sources: Visual Analysis Students ill write a visual analysis from the video.  Writing to Sources: Visual Analysis Students will write a visual analysis from the video.  Writing to Sources: Visual Analysis Students conduct a discussion Students narrow the topic, use varied types of evidence, and concert across texts.  Dratting Students organize and write a first draft.  STANDARDS Students and notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS SL 9-10.1; SL 9-10.3; SL 9-10.4  SEP10VE EXPRESSION  Write an Argument Students will watch a visual analysis from the video.  Writing to Sources: Visual Analysis Students and notes and evidents on discussion Students and evidence and write a visual analysis from the video.  Speaking and Listening: Oral Presentation  Evidence Log Students and notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS W.9-10.1; SL 9-10.4  STANDARDS W.9-10.2; SL 9-10.4  SE pp 190-192  Writing to Sources: Visual Analysis Students or and evidents evaluate from the tax with an argument Students watch the vi | T: et transitions so follow the ste and revise er reviews.  cofreading reconventions or accuracies.  Presenting a final argument and roups.  on their |

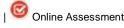










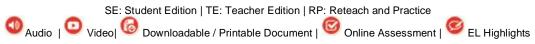


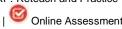


|   | Analyze the Media Students will respond to questions about the broadcast.   |  |   |   |
|---|---|--|---|---|
|   | STANDARDS<br>RI.9-10.1; RI.9-10.10; L.9-                                    |  |   |   |
| myPerspectives ELL Support  |   |  |   |   |
| Speaking and Listening:<br>Debate (RP)<br>(TE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











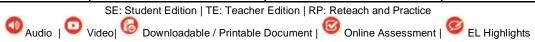
| DAY 16                        | DAY 17  | DAY 18                             | DAY 19                                       | DAY 20                                |
|-------------------------------|---|------------------------------------|--|---------------------------------------|
| OVERVIEW                      | SELECTION   | SELECTION                          | SELECTION                                    | SELECTION                             |
| Small-Group Learning          | The Doll's House                                      | The Doll's House                   | The Doll's House                             | Sonnet, With Bird                     |
|                               | Katherine Mansfield                                   | Katherine Mansfield                | Katherine Mansfield                          | Sherman Alexie                        |
|                               |   |                                    |  |                                       |
|                               |   |                                    |  | Elliptical                            |
|                               |   |                                    |  | Harryette Mullen                      |
|                               |   |                                    |  | <b></b>                               |
|                               |   |                                    |  | Fences<br>Pat Mora                    |
|                               |   |                                    |  | Pat Mora                              |
| SE pp 196-199                 | SE pp 200-207   | SE pp 208-209                      | SE pp 210-211                                | SE pp 212-210                         |
| Essential Question            | MAKING MEANING  | MAKING MEANING                     | EFFECTIVE EXPRESSION                         | MAKING MEANING                        |
| Do people need to belong?     |   |                                    |  |                                       |
|                               | Concept Vocabulary                                    | Close Read the Text                | Author's Style: Diction and                  | Concept Vocabulary                    |
| Small-Group Learning          | shunned; sneered; spitefully                          | Students will review the Close     | Syntax                                       | perspective; entitled;                |
| Strategies                    |   | Read Model and complete the        | Students complete activities                 | interactions                          |
| Prepare                       | First Read  | close read sections in the         | identifying formal and informal              | First Bood                            |
| Participate Fully             | Students Notice, Annotate,                            | selection.                         | diction.                                     | First Read Students Notice, Annotate, |
| Support Others                | Connect, Respond as they read the selection the first | Close Read the Text                | Author's Style: Diction                      | Connect, Respond as they              |
| Clarify                       | time.   | Global Road the Fext               | and Syntax                                   | read the selection the first          |
|                               | time.   | Analyze the Text                   |  | time.                                 |
| Small-Group Learning          | <b>@</b>  | Students will respond to           | Author's Style: Diction                      |                                       |
| Strategies                    | First-Read Guide: Fiction                             | questions about the text,          | and Syntax (RP)                              | First-Read Guide: Poetry              |
| Table of Contents Preview     | Bood the Colontian                                    | citing textual evidence.           | Writing to Sources:                          | Dead the Calcation                    |
| Preview the selections in the | Read the Selection                                    | Analyze the Text                   | Response to Literature                       | Read the Selection                    |
| unit and discuss how they     | Selection Audio                                       | / maryze the rext                  | Students write a response to                 | Selection Audio                       |
| relate to the EQ and unit     | The Doll's House:                                     | LANGUAGE                           | the text.                                    | Sonnet With Bird/                     |
| topic.                        | Accessible Leveled Text                               | DEVELOPMENT                        | <b>@</b>                                     | Elliptical/Fences: Accessible         |
|                               | Accessible Leveled Text                               |                                    | Writing to Sources:                          | Text                                  |
| Working as a Team             | Comprehension Check                                   | Concept Vocabulary                 | Response to Literature                       | TOAL                                  |
| Take a position               | Students complete                                     | Students complete activities       | Writing to Sources:                          | Comprehension Check                   |
| List your rules               | comprehension questions.                              | related to the Concept             | Response to Literature (RP)                  | Students complete                     |
| Apply the rules               |   | Vocabulary words:                  |  | comprehension questions.              |
| Name your group               | The Doll's House: First                               | shunned; sneered; spitefully       | Evidence Log                                 |                                       |
| Create a communication        | Read Extension Questions                              | Word Study:                        | Students add notes and                       | Sonnet With Bird/                     |
| plan                          | INEAU EXICISION QUESTIONS                             | Words With Multiple                | evidence that will be used to                | Elliptical/Fences: First Read         |
| Making a Schedule             | Research to Clarify                                   | Suffixes                           | inform the Performance-<br>Based Assessment. | Extension Questions                   |
| Students make a schedule      | Students choose one                                   |                                    | Daseu Assessifietii.                         |                                       |
| with group for completing     | unfamiliar detail of the text to                      | Concept Vocabulary and             | SELECTION TEST                               | Research to Clarify                   |
| tasks.                        | research.   | Word Study                         |  | Students research one                 |
|                               |   | Word Study: Words With             | Selection Test: The                          | unfamiliar detail from the text.      |
| Working on Group Projects     | STANDARDS   | Multiple Suffixes (RP)             | Doll's House                                 |                                       |
|                               |   |                                    |  | Close Read the Text                   |
|                               | <u> </u>  | Edition   BD: Botoneh and Broating | <u> </u>                                     |                                       |





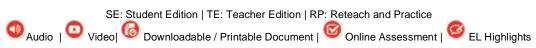








| Students choose specific roles for each member. | RL.9-10.10; L.9-10.4.a; L.9-<br>10.4.d   | Word Network Students add new words to their Word Network as they read texts in the unit.  Analyze Craft & Structure Symbol and Theme Students will locate symbols and symbolic meaning.  Analyze Craft and Structure: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



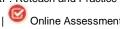


| iLit ELL Level E           |                            |                           |                              |                           |  |  |
|----------------------------|----------------------------|---------------------------|------------------------------|---------------------------|--|--|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











| DAY 21   | DAY 22                           | DAY 23   | DAY 24                         | DAY 25   |
|--|----------------------------------|--|--------------------------------|--|
| SELECTION  | SELECTION                        | SELECTION  | SELECTION                      | SELECTION  |
| Sonnet, With Bird                                  | Revenge of the Geeks             | Revenge of the Geeks                             | Encountering the Other: The    | Encountering the Other: The                        |
| Sherman Alexie                                     | Alexandra Robbins                | Alexandra Robbins                                | Challenge for the 21st Century | Challenge for the 21st Century                     |
|  |                                  |  | Ryszard Kapuscinski            | Ryszard Kapuscinski                                |
| Elliptical   |                                  |  |                                |  |
| Harryette Mullen                                   |                                  |  |                                |  |
|  |                                  |  |                                |  |
| Fences   |                                  |  |                                |  |
| Pat Mora   |                                  |  |                                |  |
| SE pp 220-223                                      | SE pp 224-228                    | SE pp 228-231                                    | SE pp 232-242                  | SE pp 242-245                                      |
| LANGUAGE   | MAKING MEANING                   | LANGUAGE   | MAKING MEANING                 | LANGUAGE   |
| DEVELOPMENT  |                                  | DEVELOPMENT                                      |                                | DEVELOPMENT  |
|  | Concept Vocabulary               |  | Concept Vocabulary             |  |
| Concept Vocabulary                                 | marginalize; parish; bigotry     | Concept Vocabulary                               | doctrine; totalitarian;        | Concept Vocabulary                                 |
| Students complete activities                       | marginalize, parion, sigotiy     | marginalize; parish; bigotry                     | ideologies                     | Students complete activities                       |
| related to the Concept                             | First Read                       | ·······g·······, p·······, ····g····,            | 1.2.2.2                        | related to the Concept                             |
| Vocabulary words:                                  | Students Notice, Annotate,       |  | First Read                     | Vocabulary words:                                  |
| perspective; entitled;                             | Connect, Respond as they         | Word Study: Denotation                           | Students Notice, Annotate,     | doctrine; totalitarian;                            |
| interactions                                       | read the selection the first     | and Connotation                                  | Connect, Respond as they       | ideologies   |
|  | time.                            | Concept Vocabulary and                           | read the selection the first   |  |
| Word Study: Latin Prefix:                          | First-Read Guide:                | Word Study                                       | time.                          | Word Study   |
| en-  | Nonfiction                       |  | First-Read Guide:              | Greek Root: -log-                                  |
| Concept Vocabulary and                             | Normodon                         | Word Study: Denotation                           | Nonfiction                     | Concept Vocabulary and                             |
| Word Study   | Read the Selection               | and Connotation (RP)                             |                                | Word Study   |
|  |                                  |  | Read the Selection             |  |
| Word Study: Latin Prefix:                          | Selection Audio                  | Word Network                                     |                                | Word Study: Greek Root: -                          |
| en- (RP)   | Revenge of the Geeks:            | Students add new words to                        | Selection Audio                | -log- (RP)   |
| West New and                                       | Accessible Leveled Text          | their Word Network as they                       | Encountering the Other:        | Maria District                                     |
| Word Network                                       | 7 tooodolble Edveled Text        | read texts in the unit.                          | The Challenge for the 21st     | Word Network                                       |
| Students add new words to                          | Comprehension Check              | Analysis Craft & Structure                       | Century: Accessible Leveled    | Students add new words to                          |
| their Word Network as they read texts in the unit. | Students complete                | Analyze Craft & Structure Reasoning and Evidence | Text                           | their Word Network as they read texts in the unit. |
| read texts in the unit.                            | comprehension questions.         | Students will analyze                            |                                | read texts in the unit.                            |
| Analyze Craft & Structure                          |                                  | evidence and claims from the                     | Comprehension Check            | Analyze Craft & Structure                          |
| Author's Choices: Poetic                           | Revenge of the Geeks:            | text.  | Students complete              | Literary Nonfiction                                |
| Form   | First Read Extension             |  | comprehension questions.       | Students will analyze the                          |
| Students analyze prose                             | Questions                        | Analyze Craft and                                |                                | structure of the text and how                      |
| poetry.  | Questions                        | Structure: Reasoning and                         | Encountering the Other:        | claims are developed.                              |
|  | Research to Clarify              | Evidence   | The Challenge for the 21st     |  |
| Analyze Craft and                                  | Students research one            | Analyze Craft and                                | Century: First Read Extension  | <b>(a)</b>   |
| Structure: Poetic Forms                            | unfamiliar detail from the text. | Structure: Reasoning and                         | Questions                      | Analyze Craft and                                  |
| Analyze Craft and                                  |                                  | Evidence (RP)                                    |                                | Structure: Literary Nonfiction                     |
| Structure: Poetic Forms (RP)                       | Close Read the Text              | ,  | Research to Clarify            | Analyze Craft and                                  |
| ]  |                                  | Author's Style:                                  | ,                              | Structure: Literary Nonfiction                     |



Author's Style: Poetic Form Students complete activities identifying phrases.

Author's Style: Poetic Form

Author's Style: Poetic Form (RP)

# Speaking and Listening: **Poetry Reading**

Students rewrite one of the poems and deliver a poetry reading.

Speaking and Listening: Poetry Reading

Speaking and Listening: Poetry Reading (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Collection

#### STANDARDS

RL.9-10.5: RL.9-10.9: SL.9-10.4; L.9-10.4.b; L.9-10.4.c

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 the Text

### **STANDARDS**

RI.9-10.10; L.9-10.4.a; L.9-10.4.d

# Parallel Structure

Students find examples of parallel sentence elements.

Author's Style: Parallel Structure

Author's Style: Parallel Structure (RP)

#### **EFFECTIVE EXPRESSION**

# Speaking and Listening: **Multimedia Presentation** Students create a multimedia presentation.

Speaking and Listening: Multimedia Presentation

Speaking and Listening: Multimedia Presentation (RP)

Selection Test: Revenge of the Geeks

# **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

Students research one unfamiliar detail from the text.

# **Research to Explore**

Students research an interesting topic.

#### 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 the Text

#### STANDARDS

RI.9-10.10: L.9-10.4: L.9-10.4.b

(RP)

# Conventions: Types of **Phrases**

Students analyze types of phrases from the reading.

Conventions: Types of Phrases

Conventions: Types of Phrases (RP)

#### **EFFECTIVE EXPRESSION**

# Research: Multimedia Presentation

Students research, write, and deliver a presentation about one of the cultures in the lecture.

Research: Multimedia Presentation

Research: Multimedia Presentation (RP)

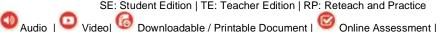
#### **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Encountering the Other: The Challenge for the 21st Century

#### **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





## myPerspectives ELL Support

Word Study: Latin Prefix: en-(RP) (TE p 220)

Analyze Craft and Structure: Poetic Form (RP) (TE p 221)

Author's Style: Poetic Form (RP) (TE p 222)

Speaking and Listening: Poetry Reading (RP) (TE p 223)

Personalize for Learning English Language Support: Finding the Meter (TE p 221)

English Language Support Lesson: Meter (On Realize)

Audio Summary

Revenge of the Geeks: Accessible Leveled Text

Word Study: Denotation and Connotation (RP) (TE p 228)

Analyze Craft and Structure: Reasoning and Evidence (RP) (TE p 229)

Author's Style: Parallel Structure (RP) (TE p 230)

Speaking and Listening: Multimedia Presentation (RP) (TE p 231)

Personalize for Learning English Language Support: Planning a Multimedia Presentation (TE p 231)

English Language Support Lesson: Multimedia Presentation (On Realize)

Audio Summary

Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text

Personalize for Learning **English Language Support:** Syntax (TE p 233)

Personalize for Learning English Language Support: **Evaluating Language Choices** (TE p 236)

Personalize for Learning English Language Support: False Cognates (TE p 239)

Word Study Greek Root: log-(RP) (TE p 242)

Malyze Craft and Structure: Literary Nonfiction (RP) (TE p 243)

Conventions: Types of Phrases (RP) (TE p 244)

Research: Multimedia Presentation (RP) (TE p 245)

Personalize for Learning English Language Support: Using Infinitives (TE p 245)

English Language Support Lesson: Infinitives (On Realize)

#### iLit ELL Level E

# 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

Text: "Katherine Switzer: **Breaking Barriers**"

Unit 2 Lesson 38

Text: "I Have Down Syndrome" Unit 5 Lesson 3

iLit Library

Steve Jobs Computer Unlocks Autistic Teen's Exceptional Voice

**Conduct Research** Unit 5 Lesson 1: Whole Group

Text: "Katherine Switzer: **Breaking Barriers**" Unit 2 Lesson 38

Text: "I Have Down Syndrome" Unit 5 Lesson 3

iLit Library Steve Jobs Computer Unlocks Autistic Teen's Exceptional Voice

**Multimedia Presentation** Unit 5 Lesson 1-10

iLit Library Virtual War

Computer Unlocks Autistic Teen's Exceptional Voice New Media Site Lets Teens' Voices Be Heard

# iLit Library

Virtual War Computer Unlocks Autistic Teen's Exceptional Voice New Media Site Lets Teens' Voices Be Heard

# **Appositive Phrases**

Unit 2 Lesson 24: Read Aloud. Think Aloud

#### Infinitives

Unit 1 Lesson 32: Whole Group; Work Time

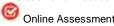
**Multimedia Presentation** Unit 5 Lesson 1-10













| DAY 26  | DAY 27   | DAY 28  | DAY 29   | DAY 30   |
|---|--|---|--|--|
| PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation  | INTRODUCE<br>INDEPENDENT LEARNING  | INDEPENDENT LEARNING  | PERFORMANCE-BASED<br>ASSESSMENT  | PERFORMANCE-BASED<br>ASSESSMENT  |
| SE pp 246-247   | SE pp 248-249  | SE pp 250-252   | SE pp 253-255  | SE pp 256-257  |
| PERFORMANCE TASK  Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.  Rehearse With Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.9-10.4; SL.9-10.1.b; SL.9-10.5 | Independent Learning Strategies  Create a Schedule Practice what you have learned Take Notes  Independent Learning Strategies  Independent Learning Strategies  Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  Contents | First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide  Close-Read Guide  Close-Read Guide  Close-Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Quick Write Students write about a paragraph that grabbed their interest.  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. | PERFORMANCE-BASED ASSESSMENT PREP  Review Evidence for Argument Students evaluate the strength of their evidence  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Writing to Sources: Argument Students will write an argument where they answer the question of whether the experience of being an outsider is universal?  Argument Rubric Students use the rubric to guide their revisions.  STANDARDS W.9-10.1.a-e; W.9-10.9; W.9-10.10 | PERFORMANCE-BASED ASSESSMENT  Speaking and Listening: Oral Presentation Students plan and present a brief three- to five-minute oral presentation.  Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.  Reflect on the Unit COUnit Test  STANDARDS SL.9-10.4 |

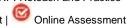










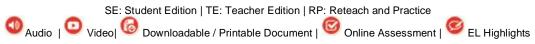


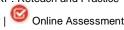


|  |   | Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.  STANDARDS RL.9-10.10; Rl.9-10.10   |   |  |
|--|---|---|---|--|
| myPerspectives ELL Support   |   |   |   |  |
|  |   | Accessible Leveled Texts for<br>Independent Learning<br>Selections (On Realize)   |   |  |
| iLit ELL Level E   |   |   |   |  |
| Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time  Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation | Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group  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 | Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group  Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time  iLibrary All texts | 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  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 | Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time |











GRADE 10 | UNIT 3: Extending Freedom's Reach ESSENTIAL QUESTION: What is the relationship between power and freedom? PERFORMANCE BASED ASSESSMENT: Informative

WHOLE-CLASS LEARNING **ASSESSMENTS SMALL-GROUP LEARNING** INDEPENDENT LEARNING

**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**

NOTES:

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)

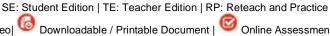














- Poetry Collection: Some Advice To Those Who Will Serve Time in Prison, Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk (NP)
- Short Story: *The Sensors*, Luisa Valenzuela, translated by David Unger (1170L)
- Media, Informational Graphic: from Freedom of the Press Report 2015, Freedom House

# 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**

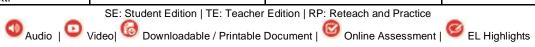
Students will reflect on the unit goals, learning strategies, the texts, and what factors determine who is free and who remains oppressed.

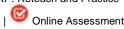
| DAY 1   | DAY 2   | DAY 3                            | DAY 4                            | DAY 5   |
|---|---|----------------------------------|----------------------------------|---|
| UNIT INTRODUCTION   | OVERVIEW  | SELECTION                        | SELECTION                        | SELECTION                                       |
|   | Whole-Class Learning                                | Anchor Text                      | Anchor Text                      | Anchor Text                                     |
|   |   | from The "Four Freedoms"  Speech | from The "Four Freedoms"  Speech | from The "Four Freedoms"  Speech                |
|   |   | Franklin Delano Roosevelt        | Franklin Delano Roosevelt        | Franklin Delano Roosevelt                       |
|   |   |                                  |                                  |   |
| 05 050 005  | 05 000 007  | 05 000 077                       | 05 077                           | 05 070 070                                      |
| SE pp 258-265 Unit Goals  | SE pp 266-267                                       | SE pp 268-277 MAKING MEANING     | SE p 277 MAKING MEANING          | SE pp 278-279 MAKING MEANING                    |
| Students will deepen their                                      | Essential Question What is the relationship         | WAKING WEANING                   | MAKING MEANING                   | MAKING MEANING                                  |
| perspective on the literature                                   | between power and freedom?                          | Concept Vocabulary               | Read the Selection               | Close Read the Text                             |
| of freedom by reading,  | ·   | pacification; tyranny;           |                                  | Students will review the Close                  |
| writing, speaking, listening,                                   | Whole-Class Learning                                | propaganda; disarmament;         | Comprehension Check              | Read Model and complete the                     |
| and presenting.   | Strategies  | appeasement; treachery           | Students complete                | close read sections in the                      |
| Unit Goals Video  | Listen actively                                     | First Read                       | comprehension questions.         | selection.                                      |
|   | <ul> <li>Clarify by asking<br/>questions</li> </ul> | Students Notice, Annotate,       | from The "Four                   | Close Read the Text                             |
| Academic Vocabulary   | <ul><li>Monitor understanding</li></ul>             | Connect, Respond as they         | Freedoms" Speech:                |   |
| attribute; hierarchy; demarcate; fundamental;                   | Interact and share ideas                            | read the selection the first     | First Read Extension Questions   | Analyze the Text Students will respond to       |
| democracy   |   | time.                            | Questions                        | questions about the text,                       |
| acimociacy  | Whole-Class Learning                                | •                                | Research to Clarify              | citing textual evidence.                        |
| Home Connection Letter  | Strategies  | First-Read Guide:                | Students research one            |   |
| A Home Connection Letter  | Table of Contents Preview                           | Nonfiction                       | unfamiliar detail from the text. | Analyze Craft & Structure                       |
| Spanish Home  | Preview the selections in the                       | Read the Selection               | Research to Explore              | Seminal Documents Students will discuss how     |
| Connection Letter   | unit and discuss how they                           |                                  | Students choose item from        | Roosevelt used appeals to                       |
| Unit 3 Answer Key   | relate to the EQ and unit                           | Selection Audio                  | speech that interests them       | logic in his speech.                            |
|   | topic.  | from The "Four                   | and formulate research           |   |
| Launch Text   |   | Freedoms" Speech:                | question.                        | Analyze Craft and                               |
| Students will read "Born Free:<br>Children and the Struggle for |   | Accessible Leveled Text          | STANDARDS                        | Structure: Seminal                              |
| Human Rights" and   |   | CTANDADDC                        | RI.9-10.10; PI.11                | Documents                                       |
| participate in discussions                                      |   | STANDARDS<br>RI.9-10.10          | 140 10.10, 1                     | Analyze Craft and                               |
| about extending freedom's                                       |   | 141.9-10.10                      |                                  | Structure: Seminal                              |
| reach.  |   |                                  |                                  | Documents (RP)                                  |
| Word Network  |   |                                  |                                  | 074454555                                       |
| Students add new words to                                       |   |                                  |                                  | <b>STANDARDS</b><br>RI.9-10.2; RI.9-10.6; RI.9- |
| their Word Network as they                                      |   |                                  |                                  | 10.8; RI.9-10.9; SL.9-10.3                      |
| read texts in the unit.   |   |                                  |                                  | 15.5, 14.6 15.5, 52.6 15.6                      |
| Word Network  |   |                                  |                                  |   |
| Summary   |   |                                  |                                  |   |
| Students write a summary of                                     |   |                                  |                                  |   |
| the Launch Text.  |   |                                  |                                  |   |











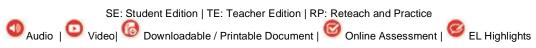


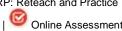
| Launch Activity Students participate in an activity related to the unit theme.  |  |  |   |
|---|--|--|---|
| QuickWrite Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire  |  |  |   |
| Evidence Log Students add notes and evidence that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











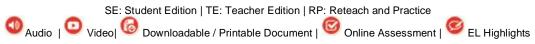


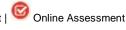
| DAY 6                         | DAY 7                            | DAY 8   | DAY 9                           | DAY 10                             |
|-------------------------------|----------------------------------|---|---------------------------------|------------------------------------|
| SELECTION                     | SELECTION                        | SELECTION   | SELECTION                       | SELECTION                          |
| Anchor Text                   | Anchor Text                      | Anchor Text   | Anchor Text                     | Anchor Text                        |
| from The "Four Freedoms"      | Inaugural Address                | Inaugural Address   | Inaugural Address               | Inaugural Address                  |
| Speech                        | John F. Kennedy                  | John F. Kennedy   | John F. Kennedy                 | John F. Kennedy                    |
| Franklin Delano Roosevelt     |                                  |   |                                 |                                    |
| CE == 200 204                 | CE 202 207                       | CE 200 200  | CE == 200 204                   | CE 202 202                         |
| SE pp 280-281<br>LANGUAGE     | SE pp 282-287 MAKING MEANING     | SE pp 288-289 MAKING MEANING                                | SE pp 290-291<br>LANGUAGE       | SE pp 292-293 EFFECTIVE EXPRESSION |
| DEVELOPMENT                   | WAKING WEANING                   | WAKING WEANING  | DEVELOPMENT                     | EFFECTIVE EXPRESSION               |
| DEVELOT MEIT                  | Concept Vocabulary               | Close Read the Text   | DEVELOT MILIT                   | Writing to Compare                 |
| Concept Vocabulary            | revolution; asunder; invective;  | Students will review the Close                              | Concept Vocabulary              | Comparison-and-Contrast            |
| Students complete activities  | belaboring; invoke;              | Read Model and complete the                                 | Students complete activities    | Essay                              |
| related to the Concept        | beachhead                        | close read sections in the                                  | related to the Concept          | Students write an essay            |
| Vocabulary words:             |                                  | selection.  | Vocabulary words:               | comparing the speeches of          |
| pacification; tyranny;        | First Read                       | © OL DE LILET I   | revolution; asunder; invective; | President Roosevelt and            |
| propaganda; disarmament;      | Students Notice, Annotate,       | Close Read the Text   | belaboring; invoke;             | President Kennedy.                 |
| appeasement; treachery        | Connect, Respond as they         | Analyze the Text  | beachhead                       | Writing to Compare:                |
|                               | read the selection the first     | Students will respond to                                    |                                 | Compare-and Contrast Essay         |
| Word Study: Latin Root:       | time.                            | questions about the text,                                   | Word Study: Latin Root          | Compare-and Contrast Essay         |
| -pac-                         | First-Read Guide:                | citing textual evidence.                                    | -vol-                           | Evidence Log                       |
| Students complete activities  | Nonfiction                       | oning toxtaar oviderioo.                                    | Students complete activities    | Students add notes and             |
| with the root -pac-           | 1 tormonor                       | Analyze Craft and   | related to the Latin Root       | evidence that will be used to      |
| Concept Vocabulary and        | Read the Selection               | Structure: Seminal  | 70.                             | inform the Performance-            |
| Word Study                    | Selection Audio                  | Documents   | Concept Vocabulary and          | Based Assessment.                  |
| (A)                           | Selection Addio                  | Students will analyze                                       | Word Study                      |                                    |
| Word Study: Latin Root:       | Inaugural Address:               | Kennedy's speech and his                                    | Wand Otrobal atta Dast          | SELECTION TEST                     |
| -pac- (RP)                    | Accessible Leveled Text          | use of charged language.                                    | Word Study Latin Root           | Selection Test:                    |
| Word Network                  |                                  | Analyze Craft and   | -voi- (RP)                      | Inaugural Address (with The        |
| Students add new words to     | Comprehension Check              | Structure: Seminal  | Word Network                    | Four Freedoms Speech)              |
| their Word Network as they    | Students complete                | Documents   | Students add new words to       | Tour recubins opecon)              |
| read texts in the unit.       | comprehension questions.         | _   | their Word Network as they      | STANDARDS                          |
|                               | _                                | Analyze Craft and   | read texts in the unit.         | RI.9-10.9; W.9-10.2; W.9-          |
| Conventions: Types of         | lnaugural Address: First         | Structure: Seminal  |                                 | 10.9.b                             |
| Phrases                       | Read Extension Questions         | Documents (RP)  | Author's Style: Use of          |                                    |
| Students complete activities  | Troad Extension Questions        | CTANDADDC   | Language                        |                                    |
| locating elements of parallel | Research to Clarify              | STANDARDS   | Students identify rhetorical    |                                    |
| structure.                    | Students research one            | RI.9-10.1; RI.9-10.2; RI.9-<br>10.6; RI.9-10.9; PI.8; PI.11 | devices in the passage.         |                                    |
| Conventions: Types of         | unfamiliar detail from the text. | 10.0, Kl.9-10.9, Fl.0, Fl.11                                | Author's Style: Use of          |                                    |
| Phrases                       |                                  |   | Language                        |                                    |
|                               | STANDARDS                        |   |                                 |                                    |
| Conventions: Types of         | RI.9-10.10                       |   | Author's Style: Use of          |                                    |
| Phrases (RP)                  |                                  |   | Language (RP)                   |                                    |





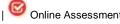








| ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 280)  ## Conventions: Types of Phrases (RP) (TE p 281)  ## Lit ELL Level E  ## Lit Library Franklin D. Roosevelt First Inaugural Address by FDR  ## Loeson 26: Vocabulary; Work Time  ## Unit 3 Lesson 3; Whole Group; Work Time  ## Unit 4 Lesson 26: Vocabulary; Work Time  ## Unit 4 Lesson 26: Vocabulary; Work Time  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 299)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 291)  ## Analyze Craft and Structure: Seminal Documents (RP) (TE p 2 | SELECTION TEST  Selection Test: The "Four Freedoms Speech"  STANDARDS  L.9-10.1; L.9-10.1.b; L.9- 10.4.b; L.9-10.4.d  |   |   | <b>STANDARDS</b><br>RI.9-10.6; L.9-10.1.a; L.9-<br>10.4.b; L.9-10.4.c  |  |
|---|---|---|---|--|--|
| iLit Library Franklin D. Roosevelt First Inaugural address by FDR  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time  Unit 3 Lesson 3; Whole Group; Work Time  UiLit 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  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  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time  Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time  Unit 4 Lesson 26: Vocabulary; Work Time  Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 49: Work Time Unit 4 Lesson 49: Work Time Unit 4 Lesson 49: Work Time Unit 4 Lesson 49: Work Time  | Word Study: Latin Root: -pac- (RP) (TE p 280)  Conventions: Types of Phrases (RP)   | Audio Summary Inaugural Address: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language   | Structure: Seminal Documents (RP) (TE p 289)  Personalize for Learning English Language Support: Repetition (TE p 289)  English Language Support Lesson: Repetition | -vol- (RP) (TE p 290)  Author's Style: Use of Language (RP) (TE p 291)  Personalize for Learning English Language Support: Academic Vocabulary   |  |
| Franklin D. Roosevelt First Inaugural address by FDR  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time  Work Time  Unit 3 Lesson 4: Work Time Unit 3 Lesson 20: Work Time  Unit 3 Lesson 20: Work Time Unit 6 Lesson 20: Work Time Unit 6 Lesson 20: Work Time  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  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  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 20: Whole Group; Work Time  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  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 20: Whole Group; Work Time Unit 4 Lesson 20: Work Time Unit 4 Lesson 49: Work Time  |   |   |   |  |  |
|   | Franklin D. Roosevelt First Inaugural address by FDR  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time | 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  Figurative Language Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time | John F. Kennedy's Remarks<br>in San Antonio at the<br>Dedication of the Aerospace<br>Medical Health Center<br>We Choose To Go To the<br>Moon<br>Inaugural Address   | 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  Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time | 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  Compare Information from Different Sources Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time |





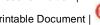
myPerspectives ELL Support

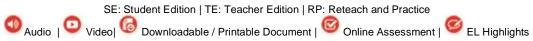












| Audio Summary  |   | Personalize for Learning<br>English Language Support:<br>Writing a Summary<br>(TE p 297)   |  | Personalize for Learning<br>English Language Support:<br>Syntax<br>(TE p 301)   |
|--|---|--|--|---|
| iLit ELL Level E   |   |  |  |   |
| iLit Library John F. Kennedy's Remarks in 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 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  |
|--|--|--|--|---|
| OVERVIEW Small-Group Learning  | SELECTION Speech at the United Nations Malala Yousafzai  | SELECTION Speech at the United Nations Malala Yousafzai  | SELECTION Diane Sawyer Interviews Malala Yousafzai ABC News  | SELECTION Caged Bird Mayo Angelou Some Advice to Those Who Will Serve Time in Prison Nazim Hikmet   |
| SE pp 304-307  | SE pp 308-314  | SE pp 315-317  | SE pp 318-323  | SE pp 324-332   |
| Essential Question What is the relationship between power and freedom?  Small-Group Learning Strategies  Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies  | MAKING MEANING  Concept Vocabulary beneficent; envoy; initiative  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction          | LANGUAGE DEVELOPMENT  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: beneficent; envoy; initiative  Word Study Latin Prefix: bene- Concept Vocabulary and Word Study   | MAKING MEANING  Media Vocabulary lead-in; close-up Shot; slant  Media Vocabulary  First Review Students Watch, Note, Connect, Respond as they study the images.  First Review Guide: Media Video                                   | MAKING MEANING  Concept Vocabulary current; trill; flurry  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry  Read the Selection                            |
| Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  Working as a Team  Take a position List your rules Apply the rules Name your group Create a communication plan | Read the Selection Selection Audio Speech at the United Nations: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Speech at the United Nations: First Read Extension | Word Study: Latin Prefix: bene- (RP)  Word Network Students add new words to their Word Network as they read texts in the unit.  Analyze Craft & Structure: Author's Purpose: Rhetorical Devices Students will identify types of evidence in Yousafzai's speech. | View the Selection Selection Audio Diane Sawyer Interviews Malala Yousafzai  Comprehension Check Students complete comprehension questions.  Close Review Students will watch the interview again and write down new observations. | Selection Audio Caged Bird/Some Advice: Accessible Text  Comprehension Check Students complete comprehension questions.  I am Offering This Poem/ The Writer/Hugging the Jukebox: First Read Extension Questions  Research to Clarify |
| Making a Schedule Students make a schedule with group for completing tasks.  Working on Group Projects   | Research to Clarify Students choose one unfamiliar detail of the text to research.   | Analyze Craft and Structure: Rhetorical Devices Analyze Craft and Structure: Rhetorical Devices (RP)   | Close-Review Guide: Media Video  Analyze the Media Students will respond to questions about the interview.   | Students research one unfamiliar detail from the text.  Research to Explore   |

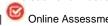
SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights











Students choose specific roles for each member.

# Research to Explore

Students choose something interesting from the text and formulate a research auestion.

### 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 the Text

## **STANDARDS**

RI.9-10.10; L.9-10.4.b

## **Conventions: Types of** Clauses

Conventions: Types of Clauses

Conventions: Types of Clauses (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: Speech at the United Nations

# **STANDARDS**

L.9-10.1.b; L.9-10.4.b



Analyze the Media

# LANGUAGE **DEVELOPMENT**

## Media Vocabulary

Students complete activities related to the media Vocabulary words: lead-in; close-up Shot; slant



Media Vocabulary

## **EFFECTIVE EXPRESSION**

# Writing to Compare: **Explanatory Essay**

Students write an essay discussing how Yousafzai has been able to attract supporters from all over the world.

Writing to Sources: **Explanatory Essay** 

## **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

#### **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

Students locate another poet and research his or her life in greater detail.

#### 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.



Malyze the Text

## STANDARDS

RL.9-10.1; RL.9-10.10; L.9-10.4; L.9-10.4.a











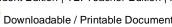


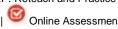
| myPerspectives ELL Support  | myPerspectives ELL Support  |  |   |  |  |  |
|---|---|--|---|--|--|--|
|   | Audio Summary  Speech at the United Nations: Accessible Leveled Text  Personalize for Learning English Language Support: Repetition (TE p 313)  English Language Support Lesson: Anecdote (On Realize)  | Word Study: Latin Prefix: bene- (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  | (Cirricaniza)   |  |   |  |  |  |
| 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: Changing Times: Women in the Early Twentieth Century 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: Changing Times: Women in the Early Twentieth Century 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: Changing Times: Women in the Early Twentieth Century 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                                     |  |  |













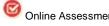
| DAY 21  | DAY 22   | DAY 23                             | DAY 24                                  | DAY 25  |
|---|--|------------------------------------|---|---|
| SELECTION   | SELECTION  | SELECTION                          | SELECTION                               | SELECTION   |
| Caged Bird  | The Censors  | The Censors                        | from Freedom of the Press               | from Freedom of the Press                                 |
| Mayo Angelou  | Luisa Valenzuela   | Luisa Valenzuela                   | Report 2015                             | Report 2015   |
| Some Advice to Those Who<br>Will Serve Time in Prison<br>Nazim Hikmet |  |                                    |   |   |
| Naziiii mikiilet  |  |                                    |   |   |
| SE pp 332-335   | SE pp 336-340  | SE pp 340-343                      | SE pp 344-347                           | SE pp 348-349   |
| LANGUAGE  | MAKING MEANING   | LANGUAGE                           | MAKING MEANING                          | LANGUAGE  |
| DEVELOPMENT   |  | DEVELOPMENT                        |   | DEVELOPMENT   |
|   | Concept Vocabulary   |                                    | Media Vocabulary                        |   |
| Concept Vocabulary  | sabotage; intercept;                                       | Concept Vocabulary                 | infographic; bar graph; line            | Media Vocabulary  |
| Students complete activities  | subversive   | Students complete activities       | graph; pie chart                        | Students complete activities                              |
| related to the Concept  |  | related to the Concept             | Media Vocabulary                        | related to the media                                      |
| Vocabulary words:   | First Read   | Vocabulary words:                  | Widdla Vocabulary                       | Vocabulary words:   |
| current; trill; flurry  | Students Notice, Annotate,                                 | sabotage; intercept;<br>subversive | First Review                            | infographic; bar graph; line                              |
| Word Study  | Connect, Respond as they read the selection the first      | subversive                         | Students Watch, Note,                   | graph; pie chart  |
| Multiple-Meaning Words  | time.  | Word Study: Latin Prefix:          | Connect, Respond as they                | Media Vocabulary  |
|   | time.  | sub-                               | study the images.                       |   |
| Concept Vocabulary and  | @  |                                    | First Review Guide:                     | EFFECTIVE EXPRESSION                                      |
| Word Study  | First-Read Guide: Fiction                                  | Concept Vocabulary and             | Media-Video                             |   |
| Word Study: Multiple-   | Read the Selection   | Word Study                         | Would Vidoo                             | Research  |
| Meaning Words (RP)  | Read the Selection   | Word Study: Latin Prefix:          | View the Selection                      | Students research the issue of freedom of the press in at |
|   | Selection Audio  | sub- (RP)                          | (1) (1) (1) (1) (1) (1) (1) (1) (1) (1) | least two countries.                                      |
| Word Network  | The Censors: Accessible                                    |                                    | Selection Audio                         | least two countries.                                      |
| Students add new words to   | Leveled Text   | Word Network                       | from Freedom of the                     | Evidence Log  |
| their Word Network as they  | Leveled Text   | Students add new words to          | Press Report 2015                       | Students add notes and                                    |
| read texts in the unit.   | Comprehension Check  | their Word Network as they         |   | evidence that will be used to                             |
| Analyze Craft & Structure   | Students complete  | read texts in the unit.            | Comprehension Check                     | inform the Performance-                                   |
| Figurative Language   | comprehension questions.                                   | Analyze Craft & Structure          | Students complete                       | Based Assessment.   |
| Students will identify and  |  | Author's Choices: Satire           | comprehension questions.                | CTANDARRO   |
| analyze similes and   | The Censors: First Read                                    | Students will analyze author's     | Research to Clarify                     | STANDARDS<br>RI.9-10.5a; W.9-10.6; SL.9-                  |
| metaphors.  | Extension Questions  | tone in the reading.               | Students choose one                     | 10.1.b; SL.9-10.4; SL.9-10.5;                             |
|   |  | Analyze Craft and                  | unfamiliar detail of the text to        | L.9-10.6  |
| Analyze Craft and   | Research to Clarify  | Structure: Author's Choices:       | research.                               | 2.5 .5.5  |
| Structure: Figurative   | Students choose one  | Structure: Author's Choices:       |   |   |
| Language  | unfamiliar detail of the text to                           |                                    | Close Read the Text                     |   |
|   | research.  | Analyze Craft and                  | Students will look at the               |   |
| Analyze Craft and   | Oliver Breakfull - Free                                    | Structure: Author's Choices:       | infographic and annotate                |   |
| Structure: Figurative   | Close Read the Text  | Satire (RP)                        | details.                                |   |
| Language (RP)   | Students will review the Close Read Model and complete the |                                    | Close Read the Text                     |   |
|   | Read Woder and complete the                                |                                    |   |   |
|   |  | Edition   DD: Potocoh and Practice |   | •   |













# Author's Style: **Specific Details**

Students identify images in the poems.

Author's Style: Specific Details

Author's Style: Specific Details (RP)

#### **EFFECTIVE EXPRESSION**

# Writing to Sources: Poem

Students write an original poem based on one of the poems in the collection.

Writing to Sources: Poem

Writing to Sources: Poem (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: Poetry Collection

#### **STANDARDS**

RL.9-10.4; RL.9-10.6; W.9-10.3; W.9-10.3.d; L.9-10.4

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 the Text

#### **STANDARDS**

RL.9-10.10; L.9-10.4.a; L.9-10.4.d

# Author's Style: Word Choice

Students cite examples of hyperbole from the reading.

Author's Style: Word Choice

Author's Style: Word Choice (RP)

### **EFFECTIVE EXPRESSION**

# Speaking and Listening: **Small-Group Discussion**

Students debate a question from a list of topics.

Speaking and Listening: Small-Group Discussion

Speaking and Listening: Small-Group Discussion (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: The Censors

### **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

# Analyze the Media

Students will respond to questions about the images.

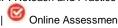
Analyze the Media

#### STANDARDS

RI.9-10.10; SL.9-10.2; W.9-







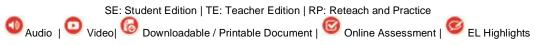


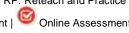
| myPerspectives ELL Support   |  |   |   |  |
|--|--|---|---|--|
| Word Study: Multiple-Meaning Words (RP) (TE p 332) Analyze Craft and Structure: Figurative Language (RP) (TE p 333) Author's Style: Specific Details (RP) (TE p 334) Writing to Sources: Poem (RP) (TE p 335) Personalize for Learning | Audio Summary The Censors: Accessible Leveled Text  Personalize for Learning English Language Support: Pronouns (TE p 338) | Word Study Latin Prefix: sub- (RP) (TE p 340) Analyze Craft and Structure: Author's Choices: Satire (RP) (TE p 341) Author's Style: Word Choice (RP) (TE p 342) Speaking and Listening: Small Group Discussion (RP) (TE p 343) Personalize for Learning | Audio Summary from Freedom of the Press Report 2015 |  |
| (RP)<br>(TE p 335)   |  | (TE p 343)  |   |  |
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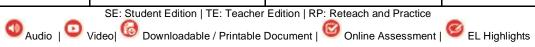
| iLit ELL Level E   |  |   |   |   |
|--|--|---|---|---|
| Introduce Poetry<br>Unit 7 Lesson 1  | "Hunger to Be Free"<br>Unit 4 Lesson 41  | "Hunger to Be Free"<br>Unit 4 Lesson 41   | "Hunger to Be Free"<br>Unit 4 Lesson 41 | "Hunger to Be Free"<br>Unit 4 Lesson 41             |
| Text: "Privacy" (poem) Unit 7 Lesson 2   | iLit Library<br>Fight for Freedom  | iLit Library<br>Fight for Freedom   | iLit Library<br>Fight for Freedom       | <b>iLit Library</b><br>Fight for Freedom            |
| Text: "Dutiful" (poem) Unit 7 Lesson 3  Text: "Million Man March" (poem) Unit 7 Lesson 4 | 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 | Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary Use Prefixes and Suffixes Unit 4 Lesson 11: Vocabulary; |   | Conduct Research<br>Unit 5 Lesson 1: Whole<br>Group |
|  |  | Work Time<br>Unit 4 Lesson 30: Work Time  |   |   |

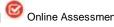
| DAY 26  | DAY 27  | DAY 28   | DAY 29  | DAY 30   |
|---|---|--|---|--|
| PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation  | INTRODUCE<br>INDEPENDENT LEARNING   | INDEPENDENT LEARNING   | PERFORMANCE-BASED<br>ASSESSMENT   | PERFORMANCE-BASED<br>ASSESSMENT  |
| SE pp 350-351   | SE pp 352-353   | SE pp 354-356  | SE pp 357-359   | SE pp 360-361  |
| PERFORMANCE TASK  Develop a Multimedia Presentation As a group, students develop a multimedia presentation asking if limits on freedom are necessary.  Plan with Your Group Students analyze the text, gather evidence and media examples, and organize ideas.  Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.9-10.1.a; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; SL.9-10.6 | Essential Question What is the relationship between power and freedom?  Independent Learning Strategies  Create a Schedule Practice what you have learned Take Notes  Independent Learning Strategies  Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  Contents | First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide Close-Read Guide Close Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Quick Write Students write about a paragraph that grabbed their interest.  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. | Review Evidence for an Informative Essay Students evaluate the strength of their evidence  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Writing to Sources: Informative Essay Students will write an informative essay answering the question: What does it mean to "be free"?  Informative Text Rubric Students use the rubric to guide their revisions.  STANDARDS W.9-10.2; W.9-10.2.a-f; W.9-10.9; W.9-10.10 | PERFORMANCE-BASED ASSESSMENT  Speaking and Listening: Multimedia presentation Students plan and present a five- to ten-minute multimedia presentation.  Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.  Reflect on the Unit  Unit Test  STANDARDS SL.9-10.1; SL.9-10.1.a |













|  |   | Evidence Log 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   |  |  |
|--|---|---|--|--|
| myPerspectives ELL Support   |   |   |  |  |
|  |   | Accessible Leveled Texts for<br>Independent Learning<br>Selections (On Realize)   |  |  |
| iLit ELL Level E   |   |   |  |  |
| Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time  Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation | Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group  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 | Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group  Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time  iLibrary All texts | 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 | Multimedia Presentation Unit 5 Lessons 2–3, 5-6: Work Time  Assignments Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation |

GRADE 10 | UNIT 4: All That Glitters

ESSENTIAL QUESTION: What do our possessions reveal

about us?

PERFORMANCE BASED ASSESSMENT: Informative Essay

NOTES:

## INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

**ASSESSMENTS** 

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

#### **IMPORTANT NOTES**

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- mvPerspectives+ 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)















- 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?

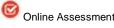
Part 2 - Speaking & Listening: Oral Presentation

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              | OVERVIEW                                     | SELECTION                          | SELECTION   | SELECTION                         |
|                                | Whole-Class Learning                         | Anchor Text                        | Anchor Text   | Anchor Text                       |
|                                | g  | The Necklace                       | The Necklace  | The Necklace                      |
|                                |  | Guy de Maupassant                  | Guy de Maupassant   | Guy de Maupassant                 |
|                                |  | Cu) us maupassam                   |   | ouy ao maapassam                  |
|                                |  |                                    |   |                                   |
| SE pp 362-369                  | SE pp 370-371                                | SE pp 372-381                      | SE pp 382-383   | SE pp 384-385                     |
| Unit Goals                     | Essential Question                           | MAKING MEANING                     | MAKING MEANING  | LANGUAGE                          |
| Students will deepen their     | What do our possessions                      |                                    |   | DEVELOPMENT                       |
| understanding of materialism   | reveal about us?                             | Concept Vocabulary                 | Close Read the Text                                       | -                                 |
| by reading, writing, speaking, |  | refinement; suppleness;            | Students will review the Close                            | Concept Vocabulary                |
| listening, and presenting.     | Whole-Class Learning                         | exquisite; gallantries;            | Read Model and complete the                               | Students complete activities      |
|                                | Strategies                                   | resplendent; homage                | close read sections in the                                | related to the Concept            |
| Unit Goals Video               | Listen actively                              | , ,                                | selection.  | Vocabulary words:                 |
|                                | Clarify by asking                            | First Read                         | @   | refinement; suppleness;           |
| Academic Vocabulary            | questions                                    | Students Notice, Annotate,         | Close Read the Text                                       | exquisite; gallantries;           |
| paradox; chronicle; allocate;  | <ul> <li>Monitor understanding</li> </ul>    | Connect, Respond as they           |   | resplendent; homage               |
| deduce; primary                | •  | read the selection the first       | Analyze the Text  |                                   |
| _                              | <ul> <li>Interact and share ideas</li> </ul> | time.                              | Students will respond to                                  | Word Study: Latin Root:           |
| Home Connection Letter         | Whole-Class Learning                         | @ELLI BULLO ELLI ELLI              | questions about the text,                                 | - splend-                         |
| (A)                            | Strategies                                   | First-Read Guide: Fiction          | citing textual evidence.                                  | Students complete activities      |
| Spanish Home                   | Charegies                                    | Bartilla Odlanija                  | A   | related to the Latin Root: -      |
| Connection Letter              | Table of Contents Preview                    | Read the Selection                 | Analyze Craft and   | splend-                           |
| Unit 4 Answer Key              | Preview the selections in the                | Selection Audio                    | Structure: Author's                                       | (A)                               |
| Offit 4 Ariswer Key            | unit and discuss how they                    |                                    | Choices: Literary Devices                                 | Concept Vocabulary and Word Study |
| Launch Text                    | relate to the EQ and unit                    | The Necklace: Accessible           | Chudanta comunista activitica                             |                                   |
| Students will read "I Came, I  | topic.                                       | Leveled Text                       | Students complete activities analyzing situational irony. | Word Study Latin Root:            |
| Saw, I Shopped." They will     |  |                                    |   | -splend- (RP)                     |
| then be able to discuss        |  | Comprehension Check                | Analyze Craft and   |                                   |
| materialism.                   |  | Students complete                  | Structure: Literary Devices                               | Word Network                      |
| materialism.                   |  | comprehension questions.           |   | Students add new words to         |
| Word Network                   |  | _                                  | Analyze Craft and   | their Word Network as they        |
| Students add new words to      |  | The Necklace: First Read           | Structure: Literary Devi(RP)                              | read texts in the unit.           |
| their Word Network as they     |  | Extension Questions                | 07.110.000  |                                   |
| read texts in the unit.        |  | Exterior Questions                 | STANDARDS   | Conventions: Punctuation          |
|                                |  | Research to Clarify                | RL.9-10.5   | Students complete activities      |
| Word Network                   |  | Students research one              |   | inserting semicolons.             |
|                                |  | unfamiliar detail from the text.   |   |                                   |
| Summary                        |  | aarmar adam nom the toxt.          |   | Conventions: Punctuation          |
| Students write a summary of    |  | Research to Explore                |   | Conventions: Punctuation          |
| the Launch Text.               |  | Students choose something          |   | (RP)                              |
|                                |  | interesting from the text and      |   | \···/                             |
| Launch Activity                |  | formulate a research               |   | STANDARDS                         |
| Students participate in an     |  | question.                          |   | L.9-10.2; L.9.10-2.a; L.9-        |
| activity related to the unit   |  | 1                                  |   | 10.4.b; L.9-10.4.c                |
| theme.                         |  | Edition I DD: Potocoh and Proctice |   | -, <del></del>                    |





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

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

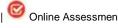
| DAY 6                     | DAY 7                         | DAY 8                            | DAY 9                             | DAY 10                     |
|---------------------------|-------------------------------|----------------------------------|-----------------------------------|----------------------------|
| SELECTION                 | SELECTION                     | SELECTION                        | SELECTION                         | SELECTION                  |
| Anchor Text               | Anchor Text                   | Anchor Text                      | Anchor Text                       | Anchor Text                |
| The Necklace              | The Necklace                  | Civil Peace                      | Civil Peace                       | Civil Peace                |
| Guy de Maupassant         | Guy de Maupassant             | Chinua Achebe                    | Chinua Achebe                     | Chinua Achebe              |
| ·                         | · ·                           |                                  |                                   |                            |
|                           |                               |                                  |                                   |                            |
| SE p 386                  | SE p 387                      | SE pp 388-396                    | SE pp 397-399                     | SE p 400                   |
| Writing to Sources: Diary | Speaking and Listening:       | MAKING MEANING                   | MAKING MEANING                    | EFFECTIVE EXPRESSION       |
| Entry                     | Monologue                     |                                  | l                                 |                            |
| Students write a dual     | Students deliver a monologue  | Concept Vocabulary               | Analyze Craft and                 | Writing to Sources:        |
| character study.          | in the character of Mathilde  | inestimable; blessings;          | Structure: Development of         | Character Analysis         |
| Writing: Diary Entry      | Loisel.                       | amenable; influence;             | Theme                             | Students write a character |
| (A)                       | Speaking and Listening:       | surrender; windfall              | Students complete activities      | analysis of Jonathan.      |
| Writing: Diary Entry (RP) | Monologue                     | First Read                       | to analyze themes in the reading. | Writing to Sources:        |
|                           |                               | Students Notice, Annotate,       |                                   | Character Analysis         |
| STANDARDS                 | Speaking and Listening:       | Connect, Respond as they         | Analyze Craft and                 |                            |
| W.9-10.3                  | Monologue (RP)                | read the selection the first     | Structure: Development of         | Writing to Sources:        |
|                           |                               | time.                            | Theme                             | Character Analysis (RP)    |
|                           | Evidence Log                  |                                  | (A) 1 (A) (B) 1                   | OTANDA DDO                 |
|                           | Students add notes and        | First-Read Guide: Fiction        | Analyze Craft and                 | STANDARDS                  |
|                           | evidence that will be used to |                                  | Structure: Development of         | W.9-10.2                   |
|                           | inform the Performance-       | Read the Selection               | Theme (RP)                        |                            |
|                           | Based Assessment.             | Selection Audio                  | LANGUAGE                          |                            |
|                           | 0.0                           |                                  | LANGUAGE<br>DEVELOPMENT           |                            |
|                           | Selection Test: The           | Civil Peace:                     | DEVELOPMENT                       |                            |
|                           | Necklace                      | Accessible Leveled Text          | Concept Vocabulary                |                            |
|                           |                               |                                  | Students complete activities      |                            |
|                           | STANDARDS                     | Comprehension Check              | related to the Concept            |                            |
|                           | SL.9-10.4.b; SL.9-10.6        | Students complete                | Vocabulary words:                 |                            |
|                           |                               | comprehension questions.         | inestimable; blessings;           |                            |
|                           |                               |                                  | amenable; influence;              |                            |
|                           |                               | Civil Peace: First Read          | surrender; windfall               |                            |
|                           |                               | Extension Questions              | Carroriaci, minaran               |                            |
|                           |                               | EVIGUSIOU MAGSHOUS               | Word Study: Compound              |                            |
|                           |                               | Research to Clarify              | Noun                              |                            |
|                           |                               | Students research one            | Students complete activities      |                            |
|                           |                               | unfamiliar detail from the text. | locating compound nouns.          |                            |
|                           |                               | aarmar dotai nom tilo toxti      | <u> </u>                          |                            |
|                           |                               | Research to Explore              | Concept Vocabulary and            |                            |
|                           |                               | Students choose something        | Word Study                        |                            |
|                           |                               | interesting from the text and    | Word Study: Compound              |                            |
|                           |                               | g                                | Nouns (RP)                        |                            |





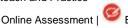








|                                      |  | formulate a research question.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Close Read the Text  Analyze the Text Students will respond to questions about the text,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



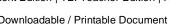
| iLit ELL Level E             |                              |                          |                            |                              |
|------------------------------|------------------------------|--------------------------|----------------------------|------------------------------|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

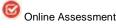
| DAY 11   | DAY 12   | DAY 13   | DAY 14   | DAY 15  |
|--|--|--|--|---|
| SELECTION Anchor Text Civil Peace Chinua Achebe  SE p 401  EFFECTIVE EXPRESSIONI  Speaking and Listening: Oral Interpretation Students read an excerpt from "Civil Peace" aloud for the class.  Speaking and Listening: Oral Interpretation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













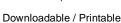
| myPerspectives ELL Support  |   | Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS W.9-10.6; SL.9-10.5; L.9-10.6 |  |  |
|---|---|---|--|--|
| Speaking and Listening:<br>Oral Presentation (RP)<br>(TE p 401  | Audio Summary Fit for a King: Treasures of Tutankhamun  |   |  |  |
| iLit ELL Level E  |   |   |  |  |
| Text: "Suzy and Leah" (short story) Unit 6 Lesson 39  iLit Library Hope An Ex-child Soldier Raps About Hellish Life  Multimedia Presentation Unit 5 Lesson 1-10 | iLit Library Ideas That Shaped Egyptian Life Hatshepsut: Egypt's Woman King  Multimedia Presentation Unit 5 Lesson 1-10 | iLit Library Ideas That Shaped Egyptian Life Hatshepsut: Egypt's Woman King   | 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  |
|--|-----------------------------------|--------------------------------|-------------------------------------|---|
| OVERVIEW                                 | SELECTION                         | SELECTION                      | SELECTION                           | SELECTION                                     |
| Small-Group Learning                     | In La Rinconada, Peru,            | In La Rinconada, Peru,         | In La Rinconada, Peru,              | Avarice                                       |
|  | Searching for Beauty in           | Searching for Beauty in        | Searching for Beauty in             | Yusef Komunyakaa                              |
|  | Ugliness                          | Ugliness                       | Ugliness                            |   |
|  | Marie Arana                       | Marie Arana                    | Marie Arana                         | The Good Life                                 |
|  |                                   |                                |                                     | Tracy K. Smith                                |
|  |                                   |                                |                                     |   |
|  |                                   |                                |                                     | Money   |
|  |                                   |                                |                                     | Reginald Gibbons                              |
| SE pp 414-417                            | SE pp 418-426                     | SE pp 426-427                  | SE pp 428-429                       | SE pp 430-438                                 |
| Essential Question                       | MAKING MEANING                    | LANGUAGE                       | LANGUAGE                            | MAKING MEANING                                |
|  | WAKING WEANING                    | DEVELOPMENT                    | DEVELOPMENT                         | WAKING WEANING                                |
| What do our possessions reveal about us? | Concept Vocabulary                | DEVELOPIVIENT                  | DEVELOPMENT                         | Concept Vocabulary                            |
| revear about us?                         | marauding; intemperate;           | Concept Vocabulary             | Author's Style: Word                | avarice; desperate; needy                     |
| Small-Group Learning                     | despoiled                         | Students complete activities   | Choice                              | avance, desperate, needy                      |
| Strategies                               | desponed                          | related to the Concept         | Students find examples of           | First Read                                    |
| Prepare                                  | First Read                        | Vocabulary words:              | imagery in the article              | Students Notice, Annotate,                    |
| Participate Fully                        | Students Notice, Annotate,        | marauding; intemperate;        |                                     | Connect, Respond as they                      |
|  | Connect, Respond as they          | despoiled                      | Author's Style: Word                | read the selection the first                  |
| Support Others                           | read the selection the first      | •                              | Choice                              | time.   |
| Clarify                                  | time.                             | Word Study                     | Author's Style: Word                |   |
| Small-Group Learning                     |                                   | Latin Root: -temp-             | Choice (RP)                         | First-Read Guide: Poetry                      |
| Strategies                               | First-Read Guide:                 | Concept Vocabulary and         | ,                                   | First-Read Guide: Poetry                      |
|  | Nonfiction                        | Word Study                     | Research: Multimedia                | Read the Selection                            |
| Table of Contents Preview                | Nonnetion                         |                                | Presentation                        |   |
| Preview the selections in the            | Read the Selection                | Word Study: Latin Root:        | Students create a                   | Selection Audio                               |
| unit and discuss how they                |                                   | -temp- (RP)                    | presentation from a variety of      | Avarice/The Good                              |
| relate to the EQ and unit                | Selection Audio                   |                                | topics.                             | Life/Money: Accessible Text                   |
| topic.                                   | ln La Rinconada, Peru,            | Word Network                   | Research: Multimedia                | Life/Moriey. Accessible Text                  |
| Washing a Trans                          | Searching for Beauty in           | Students add new words to      | Presentation                        | Comprehension Check                           |
| Working as a Team                        | Ugliness: Accessible Leveled      | their Word Network as they     |                                     | Students complete                             |
| Take a position                          | Text                              | read texts in the unit.        | Research: Multimedia                | comprehension questions.                      |
| List your rules                          |                                   | Analyze Craft and              | Presentation (RP)                   |   |
| Apply the rules                          | Comprehension Check               | Structure: Literary            | Fridance Lan                        | Accession of The Control                      |
| Name your group                          | Students complete                 | Journalism                     | Evidence Log Students add notes and | Avarice/The Good                              |
| Create a communication                   | comprehension questions.          | Students identify elements of  | evidence that will be used to       | Life/Money: First Read<br>Extension Questions |
| plan                                     | _                                 | literary journalism.           | inform the Performance-             | Extension Questions                           |
| Making a Schedule                        | ln La Rinconada, Peru,            |                                | Based Assessment.                   | Research to Clarify                           |
| Students make a schedule                 | Searching for Beauty in           | Analyze Craft and              | Dadou / 100000illelit.              | Students research one                         |
| with group for completing                | Ugliness: First Read              | Structure: Literary Journalism | 00                                  | unfamiliar detail from the text.              |
| tasks.                                   | Extension Questions               | Analyze Craft and              | Selection Test: In La               |   |
|  |                                   | Structure: Literary Journalism | Rinconada, Peru                     | Close Read the Text                           |
| Working on Group Projects                | Research to Clarify               | (RP)                           | STANDADDS                           |   |
|  | SE: Student Edition   TE: Teacher |                                | STANDARDS                           |   |













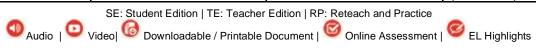
| Students choose specific roles for each member. | Students research one unfamiliar detail from the text.  Research to Explore Students research an interesting topic and formulate a research question.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Students will respond to questions about the text, citing textual evidence.  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze the Text  STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.5 | <b>STANDARDS</b> RI.9-10.6; L.9-10.4.b   | RI.9-10.4; RI.9-10.5; W.9-<br>10.6; SL.9-10.4.a; SL.9-10.5   | 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 the Text  STANDARDS  RL.9-10.10; L.9-10.4; L.9-10.4.a; L.9-10.4.d |
|---|--|--|--|--|
| myPerspectives ELL Support                      | i  |  |  |  |
|   | Audio Summary In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text  Personalize for Learning English Language Support: Cognates (TE p 423)   | Word Study: Latin Root:  -temp- (RP) (TE p 426) Analyze Craft and Structure: Literary Journalism (RP) (TE p 427) | Author's Style: Word Choice (RP) (TE p 428) Research: Multimedia Presentation (RP) (TE p 429) Personalize for Learning English Language Support: Sensory Language (TE p 428) English Language Support Lesson: Imagery (On Realize) |  |

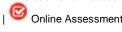














| iLit ELL Level E           |                          |                               |                         |                           |
|----------------------------|--------------------------|-------------------------------|-------------------------|---------------------------|
| Rules for Conversation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

| DAY 21                           | DAY 22                         | DAY 23                           | DAY 24                           | DAY 25                           |
|----------------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|
| SELECTION                        | SELECTION                      | SELECTION                        | SELECTION                        | SELECTION                        |
| Avarice                          | Avarice                        | The Golden Touch                 | from King Midas                  | The Thrill of the Chase          |
| Yusef Komunyakaa                 | Yusef Komunyakaa               | Nathaniel Hawthorne              | Howard Moss                      | Margie Goldsmith                 |
| •                                | ŕ                              |                                  |                                  | G                                |
| The Good Life                    | The Good Life                  |                                  |                                  |                                  |
| Tracy K. Smith                   | Tracy K. Smith                 |                                  |                                  |                                  |
|                                  |                                |                                  |                                  |                                  |
| Money                            | Money                          |                                  |                                  |                                  |
| Reginald Gibbons                 | Reginald Gibbons               |                                  |                                  |                                  |
| S                                | 3                              |                                  |                                  |                                  |
|                                  |                                |                                  |                                  |                                  |
| SE pp 438-439                    | SE pp 440-441                  | SE pp 442-459                    | SE pp 460-469                    | SE pp 470-479                    |
| LANGUAGE                         | LANGUAGE                       | MAKING MEANING                   | MAKING MEANING                   | MAKING MEANING                   |
| DEVELOPMENT                      | DEVELOPMENT                    |                                  |                                  |                                  |
|                                  |                                | Concept Vocabulary               | Concept Vocabulary               | Concept Vocabulary               |
| Concept Vocabulary               | Author's Style: Poetic         | burnished; lustrous; gilded      | mail; obdurate; are              | artifacts; legacy; marvel        |
| Students complete activities     | Language                       | , , , ,                          | , ,                              | , 6 3,                           |
| related to the Concept           | Students find examples of      | First Read                       | First Read                       | First Read                       |
| Vocabulary words:                | alliteration and consonance in | Students Notice, Annotate,       | Students Notice, Annotate,       | Students Notice, Annotate,       |
| avarice; desperate; needy        | the poems.                     | Connect, Respond as they         | Connect, Respond as they         | Connect, Respond as they         |
|                                  |                                | read the selection the first     | read the selection the first     | read the selection the first     |
| Word Study                       | Author's Style: Poetic         | time.                            | time.                            | time.                            |
| Denotation and Connotation       | Language                       |                                  |                                  |                                  |
| (A)                              | Author's Style: Poetic         | First-Read Guide: Fiction        | (A-: 15 15 15 1                  | First-Read Guide:                |
| Concept Vocabulary and           | Language (RP)                  | First-Read Guide: Fiction        | First-Read Guide: Poetry         |                                  |
| Word Study                       | Languago (ra )                 | B 14 6 1 4                       | <b>5</b> 14 5 1 4                | Nonfiction                       |
| Word Study: Denotation           | EFFECTIVE EXPRESSION           | Read the Selection               | Read the Selection               | Bood the Colootion               |
| and Connotation (RP)             |                                | Selection Audio                  | Selection Audio                  | Read the Selection               |
|                                  | Writing to Sources: Short      | A                                |                                  | Selection Audio                  |
| Word Network                     | Story                          | The Golden Touch:                | from King Midas:                 |                                  |
| Students add new words to        | Students a short story about a | Accessible Leveled Text          | Accessible Text                  | The Thrill of the Chase:         |
| their Word Network as they       | question left open by one of   |                                  |                                  | Accessible Leveled Text          |
| read texts in the unit.          | the poems.                     | Comprehension Check              | Comprehension Check              | ]                                |
|                                  |                                | Students complete                | Students complete                | Comprehension Check              |
| Analyze Craft & Structure:       | Writing to Sources: Short      | comprehension questions.         | comprehension questions.         | Students complete                |
| Author's Choices: Speaker        | Story                          |                                  |                                  | comprehension questions.         |
| and Point of View                | Writing to Sources: Short      | The Golden Touch: First          | from King Midas: First           | B                                |
| Students will identify points of | Story (RP)                     | Read Extension Questions         | Read Extension Questions         | Research to Clarify              |
| view and tones the speaker       |                                | Road Extension Questions         | Rodd Extension Questions         | Students research one            |
| uses.                            | Evidence Log                   | Research to Clarify              | Research to Clarify              | unfamiliar detail from the text. |
|                                  | Students add notes and         | Students research one            | Students research one            | ~                                |
| Marshara On Control              | evidence that will be used to  | unfamiliar detail from the text. | unfamiliar detail from the text. | The Thrill of the Chase:         |
| Analyze Craft and                | inform the Performance-        | aarimar dotaii iroin tilo toxti  | aarimar dotair from the toxt.    | First Read Extension             |
| Structure: Author's Choices:     | Based Assessment.              | Research to Explore              | Research to Explore              | Questions                        |
| Speaker and Point of View        | _ = = = =                      |                                  |                                  |                                  |
|                                  |                                |                                  |                                  | l                                |



Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP)

#### **STANDARDS**

RL.9-10.4; RL.9-10.5; L.9-10.5: L.9-10.5.b

Poetry Collection

# **STANDARDS**

RL.9-10.4; W.9-10.3

Students find out more about Hawthorne's book and other Greek myths it retells.

#### 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.

Malyze the Text

## LANGUAGE DEVELOPMENT

## **Concept Vocabulary**

Students complete activities related to the Concept Vocabulary words: burnished; lustrous; gilded

# Word Study: Latin Root: -lus-

Concept Vocabulary and Word Study

Word Study: Latin Root: -lus-(RP)

## **Word Network**

Students add new words to their Word Network as they read texts in the unit.

**Analyze Craft & Structure: Author's Choices: Narrative** Structure

Students find out which popular books or movies are based on ancient stories.

#### 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.

Malyze the Text

# LANGUAGE DEVELOPMENT

# Concept Vocabulary

Students complete activities related to the Concept Vocabulary words: mail; obdurate; are

# Word Study: Latin Root: dur-

Concept Vocabulary and Word Study

Word Study: Latin Root: -dur- (RP)

## Word Network

Students add new words to their Word Network as they read texts in the unit.

Analyze Craft & Structure: **Author's Choices: Poetic** Structure

#### 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 the Text

LANGUAGE

# DEVELOPMENT

# **Concept Vocabulary**

Students complete activities related to the Concept Vocabulary words: artifacts; legacy; marvel

# **Word Study** Latin Root: -fac-

Concept Vocabulary and Word Study

Word Study: Latin Root: -fac-(RP)

#### **Word Network**

Students add new words to their Word Network as they read texts in the unit.

# Analyze Craft & Structure: **Literary Nonfiction: Feature** Story

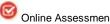
Students analyze how ideas are introduced, developed, and refined in the article.













Students analyze the plot of the story.

Malyze Craft and Structure: Narrative Structure

Malyze Craft and Structure: Narrative Structure (RP)

# Conventions: Types of Clauses

Students practice identifying and using noun clauses.

Conventions: Types of Clauses

Conventions: Types of Clauses (RP)

#### **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

Students identify rhyming sounds in each line of "The Queen's Speech."

Analyze Craft and Structure: Author's Choices: Poetic Structure

Malyze Craft and Structure: Author's Choices: Poetic Structure (RP)

Author's Style: Author's **Choices: Poetic Structure** Students analyze meter in poems.

Author's Style: Author's Choices: Poetic Structure

Author's Style: Author's Choices: Poetic Structure (RP)

#### **EFFECTIVE EXPRESSION**

# Writing to Compare: Compare-and-Contrast Essay

Students write a compare and contrast essay about the characters in the retellings of the Midas myth.

Writing to Sources: Compare-and-Contrast Essay

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Malyze Craft and Structure: Literary Nonfiction: Feature Story

Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP)

# Author's Style: Sentence Variety

Students practice analyzing sentence variety in the article.

Muthor's Style: Sentence Variety

Author's Style: Sentence Variety (RP)

#### **EFFECTIVE EXPRESSION**

## Speaking and Listening: Debate

Students will debate various questions from the text.

Speaking and Listening: Debate

Speaking and Listening: Debate (RP)

# **Evidence Log**

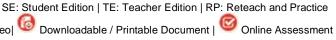
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: The Thrill of the Chase





Audio | Online Assessment | Online Assessment | Online Assessment | Online Assessment |

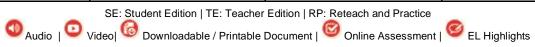




|  |   |  | STANDARDS   | STANDARDS  |  |  |  |
|--|---|--|---|--|--|--|--|
|  |   |  | RL.9-10.5; RL.9-10.7; RL.9-   | RI.9-10.5; RI.9-10.10; SL.9-   |  |  |  |
|  |   |  | 10.9; W.9-10.9.a; L.9-10.4.a;   | 10.1.a; SL.9-10.1.c; SL.9-   |  |  |  |
|  |   |  | L.9-10.4.b  | 10.1.d; L.9-10.4; L.9-10.4.a;  |  |  |  |
|  |   |  |   | L.9-10.4.b; L.9-10.5   |  |  |  |
| myPerspectives ELL Support   | myPerspectives ELL Support  |  |   |  |  |  |  |
| myPerspectives ELL Support  Word Study: Denotation and Connotation (RP) (TE p 438)  Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP) (TE p 439) | Author's Style: Poetic Language (RP) (TE p 440)  Writing to Sources: Short Story (RP) (TE p 441)  Personalize for Learning English Language Support: Planning a Short Story (TE p 440)  English Language Support Lesson: Short Story (On Realize) | Audio Summary The Golden Touch: Accessible Leveled Text Word Study: Latin Root: -lus- (RP) (TE p 457) Analyze Craft and Structure: Narrative Structure (RP) (TE p 459) Conventions: Types of Clauses (RP) (TE p 459) Personalize for Learning English Language Support: Idioms (TE p 445) Personalize for Learning English Language Support: Figurative Language (TE p 455) Personalize for Learning English Language Support: Figurative Language (TE p 459) Personalize for Learning English Language Support: Using Noun Clauses (TE p 459) English Language Support Lesson: Clauses (On Realize) | Audio Summary from King Midas: Accessible Text Word Study: Latin Root: - dur- (RP) (TE p 465) Analyze Craft and Structure: Poetic Structure (RP) (TE p 466) Author's Style: Author's Choices: Poetic Structure (RP) (TE p 467)  Personalize for Learning English Language Support: Provide Context (TE p 466)  Personalize for Learning English Language Support: Comparing Texts (TE p 468)  English Language Support Lesson: Comparing Texts (On Realize) | Audio Summary The Thrill of the Chase: Accessible Leveled Text Word Study: Latin Root: -fac- (RP) (TE p 476) Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP) (TE p 477) Author's Style: Sentence Variety (RP) (TE p 478) Speaking and Listening: Debate (RP) (TE p 479)  Personalize for Learning English Language Support: Idioms (TE p 472)  Personalize for Learning English Language Support: Analyze Text Structure (TE p 477) English Language Support Lesson: Feature Story (On Realize) |  |  |  |
|  |   |  |   |  |  |  |  |











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

| DAY 26   | DAY 27                         | DAY 28   | DAY 29  | DAY 30                                    |
|--|--------------------------------|--|---|---|
| PERFORMANCE TASK:                                  | INTRODUCE                      | INDEPENDENT LEARNING                                   | PERFORMANCE-BASED                                 | PERFORMANCE-BASED                         |
| Speaking and Listening                             | INDEPENDENT LEARNING           |  | ASSESSMENT  | ASSESSMENT                                |
| Focus Deliver a Multimedia                         |                                |  |   |   |
| Presentation                                       |                                |  |   |   |
| 1 Toothalon  |                                |  |   |   |
| SE pp 480-481                                      | SE pp 482-483                  | SE pp 484-486  | SE pp 487-489                                     | SE pp 490-491                             |
| PERFORMANCE TASK                                   | Essential Question             | MAKING MEANING   | PERFORMANCE-BASED                                 | PERFORMANCE-BASED                         |
| Consolina and Listania a                           | What do our possessions        | First Bood Onlide                                      | ASSESSMENT PREP                                   | ASSESSMENT                                |
| Speaking and Listening Focus: Deliver a Multimedia | reveal about us?               | First-Read Guide                                       | Bardan Fridanca for an                            | Consolidada and Listania an               |
| Presentation                                       | Independent Learning           | Students Notice, Annotate,<br>Connect, Respond as they | Review Evidence for an<br>Informative Essay       | Speaking and Listening: Oral presentation |
| Students will develop a                            | Strategies                     | read the selection the first                           | Students evaluate the                             | Students plan and present a               |
| presentation that addresses                        | Create a Schedule              | time.  | strength of their evidence                        | brief three- to five-minute               |
| the question: In what ways                         |                                |  | Strongar or them evidence                         | multimedia presentation.                  |
| can material possessions                           | Practice what you have learned | First Read Guide                                       | Evidence Log                                      |   |
| create both a sense of                             | Take Notes                     | Close-Read Guide                                       | Students add notes and                            | Reflect on the Unit                       |
| comfort and a sense of                             |                                |  | evidence that will be used to                     | Students reflect on Unit goals,           |
| anxiety?   | Independent Learning           | Close Read Guide                                       | inform the Performance-<br>Based Assessment.      | learning strategies, and the text.        |
| Plan With Your Group                               | Strategies                     | Close Read the Text                                    | Dased Assessment.                                 | lext.                                     |
| Students will analyze the text,                    | Strategies                     | Students will review the Close                         | Writing to Sources:                               | 0   |
| gather evidence and media                          | Table of Contents Preview      | Read Model and complete the                            | Informative Essay                                 | Reflect on the Unit                       |
| examples, and organize                             | Preview the selections in the  | close read sections in the                             | Students will write an essay                      |   |
| ideas.   | unit and discuss how they      | selection.   | examining how we decide                           |   |
|  | relate to the EQ and unit      |  | what we want versus what we                       |   |
| Rehearse with Your Group                           | topic.                         | Analyze the Text                                       | need.   | STANDARDS                                 |
| Students practice the                              | _                              | Students will respond to                               |   | SL.9-10.1; SL.9-10.1.a; SL.9-             |
| presentation, fine-tune the                        | Contents                       | questions about the text,                              | Informative Rubric                                | 10.4; SL.9-10.4.a                         |
| content, improve use of media, and brush up on     | Contonio                       | citing textual evidence.                               | Students use the rubric to guide their revisions. |   |
| presentation technique.                            |                                | Quick Write  | guide theil revisions.                            |   |
| procentation toominguo.                            |                                | Students write about a                                 | STANDARDS   |   |
| Present and Evaluate                               |                                | paragraph that grabbed their                           | W.9-10.2.a-f; W.9-10.10                           |   |
| Students present as a group                        |                                | interest.  | <u> </u>  |   |
| and use checklist items to                         |                                |  |   |   |
| evaluate.  |                                | Share Your Independent                                 |   |   |
| OTANDA DDO   |                                | Learning   |   |   |
| STANDARDS  |                                | Students share what they                               |   |   |
| SL.9-10.4; SL.9-10.5                               |                                | learned from independent                               |   |   |
|  |                                | learning with a group and                              |   |   |
|  |                                | reflect on how it adds to their                        |   |   |
|  |                                | understanding of American identity.                    |   |   |
|  |                                | identity.  |   |   |
|  |                                | I .  | I .   | I   |

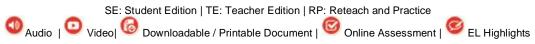


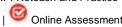










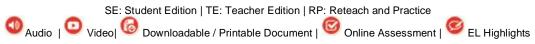


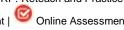


|  |   | Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS SL.9-10.1; RL.9-10.10; RI.9-10.10   |  |  |
|--|---|---|--|--|
| myPerspectives ELL Support   | <u> </u>  |   |  |  |
|  |   | Accessible Leveled Texts for<br>Independent Learning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











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

# **INSTRUCTIONAL MODEL** WHOLE-CLASS LEARNING **ASSESSMENTS**

**SMALL-GROUP LEARNING** 

INDEPENDENT LEARNING

#### **IMPORTANT NOTES**

- Don't forget Accessible Leveled Texts are on Realize in the Unit Resources.
- mvPerspectives+ 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.

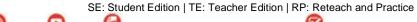
#### Selections & Media

#### 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 Jardin de-los Espejos Quebrados, Calivan Catches a Glimpse of His Reflection,



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:

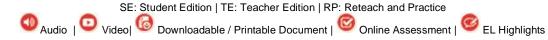
Can Justice and forgiveness go hand in hand?

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   | OVERVIEW                                     | SELECTION   | SELECTION  | SELECTION  |
|   | Whole-Class Learning                         | Literature and Culture                                      | Anchor Text  | Anchor Text  |
|   |  | Historical Context  | The Tempest, Act I                                 | The Tempest, Act I                                   |
|   |  | The Tempest   | William Shakespeare                                | William Shakespeare                                  |
|   |  |   |  |  |
| SE pp 492-499   | SE pp 500-501                                | SE pp 502-509   | SE pp 510-530                                      | SE pp 530-533  |
| Unit Goals  | Essential Question                           | LITERATURE AND  | MAKING MEANING                                     | LANGUAGE   |
| Students will deepen their                                    | What motivates us to forgive?                | CULTURE   |  | DEVELOPMENT  |
| understanding of forgiveness                                  |  |   | Concept Vocabulary                                 |  |
| by reading, writing, speaking,                                | Whole-Class Learning                         | Historical Context  | perfidious; treacherous; usurp                     | Concept Vocabulary                                   |
| listening, and presenting.                                    | Strategies                                   | Students analyze the key                                    |  | Students complete activities                         |
| Unit Goals Video  | Listen actively                              | events of the Renaissance                                   | First Read   | related to the Concept                               |
| Offic Goals video   | Clarify by asking                            | during the reign of Queen                                   | Students Notice, Annotate,                         | Vocabulary words:                                    |
| Academic Vocabulary   | questions                                    | Elizabeth 1.  | Connect, Respond as they                           | perfidious; treacherous; usurp                       |
| allusion; articulate;   | <ul> <li>Monitor understanding</li> </ul>    | Elizabethan England   | read the selection the first time.                 | Word Study: Latin Suffix:                            |
| contentious; vehement;  | <ul> <li>Interact and share ideas</li> </ul> | Students read about the                                     |  | -ous   |
| tolerate  | Whole-Class Learning                         | Golden Age, The   | First-Read Guide: Fiction                          | Students complete activities                         |
| _   | Strategies                                   | Renaissance, the English                                    |  | related to the suffix –ous                           |
| Home Connection Letter  | Strategies                                   | Renaissance, and the  | Read the Selection                                 |  |
| A   | Table of Contents Preview                    | concern for stability.                                      | Selection Audio                                    | Concept Vocabulary and Word Study                    |
| Spanish Home  | Preview the selections in the                |   | <b>@_</b>  |  |
| Connection Letter   | unit and discuss how they                    | Theater in Elizabethan                                      | The Tempest, Act I:                                | Word Study: Latin Suffix:                            |
| Unit 5 Answer Key   | relate to the EQ and unit                    | England   | Accessible Text                                    | -ous (RP)  |
| ,   | topic.                                       | Students will read about and discuss theater in Elizabethan | Comprehension Check                                |  |
| Launch Text   |  | England.  | Students complete                                  | Word Network   |
| Students will read "Neither                                   |  | England.  | comprehension questions.                           | Students add new words to their Word Network as they |
| Justice nor Forgetting:                                       |  | William Shakespeare   | 7            | read texts in the unit.                              |
| Defining Forgiveness". They                                   |  | Students will discuss                                       | G-The Tennest Act In Final                         | read texts in the driit.                             |
| will then be able to determine the writer's position and what |  | Shakespeare as a playwright.                                | The Tempest, Act I: First Read Extension Questions | Analyze Craft and                                    |
| evidence supports it.   |  |   | Read Extension Questions                           | Structure: Shakespeare's                             |
| evidence supports it.   |  | How to Read Shakespeare                                     | Research to Clarify                                | Romances   |
| Word Network  |  | Students learn strategies for                               | Students research one                              | Students complete activities                         |
| Students add new words to                                     |  | dealing with the differences between modern language        | unfamiliar detail from the text.                   | to analyze elements of                               |
| their Word Network as they                                    |  | and Elizabethan England.                                    |  | romance.   |
| read texts in the unit.                                       |  | and Elizabethan England.                                    | Research to Explore                                | Analyze Craft and                                    |
| Word Network  |  |   | Students something                                 | Structure: Shakespeare's                             |
| Word Hollon   |  |   | interesting from the text and                      | Romances   |
| Summary   |  |   | formulate a research question.                     | Analyze Craft and                                    |
| Students write a summary of                                   |  |   | question.  | Structure: Shakespeare's                             |
| the Launch Text.  |  |   | Close Read the Text                                | Romances (RP)  |
|   |  |   |  | ( )  |
| Launch Activity   |  | Edition I DD: Potocoh and Proctice                          |  |  |













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

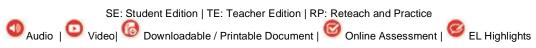












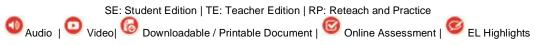


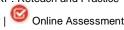


|   |  |   |   | Personalize for Learning<br>English Language Support:<br>Figurative Language<br>(TE p 533)  |
|---|--|---|---|---|
| iLit ELL Level E  |  |   |   |   |
| Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; 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 | Text: Romeo and Juliet Unit 3 Lessons 1–10  iLit Library The Tempest Macbeth Hamlet King Lear | Text: Romeo and Juliet Unit 3 Lessons 1–10  iLit Library The Tempest Macbeth Hamlet King Lear  Multiple-Meanings Words Unit 2 Lesson 29, 3, 9, 48: Vocabulary Unit 3 Lesson 1: Vocabulary; Work Time  Characteristics of Drama Unit 3 Lesson 2-3: Work Time | Text: Romeo and Juliet Unit 3 Lessons 1–10  iLit Library The Tempest Macbeth Hamlet King Lear  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 |











| DAY 6                                     | DAY 7  | DAY 8                        | DAY 9                        | DAY 10                                   |
|---|--|------------------------------|------------------------------|--|
| SELECTION                                 | SELECTION  | SELECTION                    | SELECTION                    | SELECTION                                |
| Anchor Text                               | Anchor Text  | Anchor Text                  | Anchor Text                  | Anchor Text                              |
| The Tempest, Act II                       | The Tempest, Act II                                  | The Tempest, Act III         | The Tempest, Act III         | The Tempest, Act IV                      |
| William Shakespeare                       | William Shakespeare                                  | William Shakespeare          | William Shakespeare          | William Shakespeare                      |
|   |  |                              |                              |  |
| 05 504.550                                | 05 550 550   | 05 554 500                   | 05 500 574                   | 05 570 505                               |
| SE pp 534-550                             | SE pp 550-553  | SE pp 554-569                | SE pp 569-571                | SE pp 572-585                            |
| MAKING MEANING                            | LANGUAGE<br>DEVELOPMENT                              | MAKING MEANING               | LANGUAGE<br>DEVELOPMENT      | MAKING MEANING                           |
| Concept Vocabulary                        | DEVELOPMENT  | Concept Vocabulary           | DEVELOPMENT                  | Concept Vocabulary                       |
| succession; heir; supplant                | Concept Vocabulary                                   | valiant; vigilance; valor;   | Concept Vocabulary           | opportune; industrious; incite           |
| Succession, neil, supplant                | Students complete activities                         | invulnerable                 | Students complete activities | opportune, industrious, incite           |
| First Read                                | related to the Concept                               | invalierable                 | related to the Concept       | First Read                               |
| Students Notice, Annotate,                | Vocabulary words:                                    | First Read                   | Vocabulary words:            | Students Notice, Annotate,               |
| Connect, Respond as they                  | succession; heir; supplant                           | Students Notice, Annotate,   | valiant; vigilance; valor;   | Connect, Respond as they read            |
| read the selection the first              | , , , 11   | Connect, Respond as they     | invulnerable                 | the selection the first time.            |
| time.                                     | Word Study: Latin Prefix:                            | read the selection the first |                              | @ E. J. D. J. D. J. J. E. J.             |
| First-Read Guide: Fiction                 | sub-   | time.                        | Word Study: Latin Root:      | First-Read Guide: Fiction                |
| First-Read Guide: Fiction                 | Students complete activities                         | First-Read Guide: Fiction    | -val-                        | Read the Selection                       |
| Read the Selection                        | related to the prefix sub-                           | First-Read Guide. Fiction    | Students complete activities |  |
|   | Concept Vocabulary and                               | Read the Selection           | related to the root -val-    | Selection Audio                          |
| Selection Audio                           | Word Study   |                              | Concept Vocabulary and       | The Tempest, Act IV:                     |
| The Tempest, Act II:                      |  | Selection Audio              | Word Study                   | Accessible Text                          |
| Accessible Text                           | Word Study: Latin prefix:                            | The Tempest, Act III:        | 3                            | Accessible Text                          |
| Accessible Text                           | sub- (RP)  | Accessible Text              | Word Study: Latin Root:      | Comprehension Check                      |
| Comprehension Check                       | Maria I Nical I and                                  | Acceptation Text             | -val- (RP)                   | Students complete                        |
| Students complete                         | Word Network   | Comprehension Check          | Word Network                 | comprehension questions.                 |
| comprehension questions.                  | Students add new words to their Word Network as they | Students complete            | Students add new words to    | 4.00.00.00.00.00.00.00.00.00.00.00.00.00 |
| , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,   | read texts in the unit.                              | comprehension questions.     | their Word Network as they   | (A) T. T                                 |
| The Temperat Actili                       | read texts in the unit.                              | ·                            | read texts in the unit.      | The Tempest, Act IV: First               |
| The Tempest, Act II: First Read Extension | Analyze Craft and                                    | The Tempest, Act III:        | Toda toxto in the unit.      | Read Extension Questions                 |
| Questions                                 | Structure: Poetic                                    | First Read Extension         | Analyze Craft and            | Research to Clarify                      |
| Questions                                 | Structures   | Questions                    | Structure: Dramatic          | Students research one unfamiliar         |
| Research to Clarify                       | Students complete activities                         | Questions                    | Structures                   | detail from the text.                    |
| Students research one                     | to analyze examples of blank                         | Research to Clarify          | Students complete activities | actail from the toxt.                    |
| unfamiliar detail from the                | verse and prose in Act II.                           | Students research one        | to record the plot, subplot, | Research to Explore                      |
| text.                                     | Analyze Craft and                                    | unfamiliar detail from the   | and events in Act III.       | Students choose something                |
|   | Structure: Poetic Structures                         | text.                        | Analyze Craft and            | interesting from the text and            |
|   |  |                              | Structure: Dramatic          | formulate a research question.           |
|   | Analyze Craft and                                    |                              | Structures                   |  |
|   | Structure: Poetic Structures                         |                              |                              |  |
|   | (RP)   |                              |                              |  |













# Research to Explore

Students choose something interesting from the text and formulate a research auestion.

#### Close Read the Text

Students will review the Close Read Model and complete the close read sections in the selection.



#### Analyze the Text

Students will respond to questions about the text, citing textual evidence.

#### STANDARDS

RL.9-10.1; RL.9-10.10

# 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)

# **Evidence Loa**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: The Tempest, Act II

# **STANDARDS**

RL.9-10.5; L.9-10.4.b; L.9-10.4.c

# Research to Explore

Students choose something interesting from the text and formulate a research auestion.

#### Close Read the Text

Students will review the Close Read Model and complete the close read sections in the selection.



#### Analyze the Text

Students will respond to questions about the text, citing textual evidence.

#### **STANDARDS**

RL.9-10.1; RL.9-10.10; PI.6C

Malyze Craft and Structure: Dramatic Structures (RP)

## 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)

## **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: The Tempest, Act III

#### **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

#### 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.

#### LANGUAGE DEVELOPMENT

#### Concept Vocabulary

Students complete activities related to the Concept Vocabulary words:

opportune; industrious; incite

# Word Study: Words from Sailing

Students complete activities using words from sailing.

Concept Vocabulary and Word Study

Word Study: Words from Sailing (RP)

#### Word Network

Students add new words to their Word Network as they read texts in the unit.

## Analyze Craft and Structure: **Dramatic Structure**

Students complete activities to identify types of dramatic speech in the passage.

Analyze Craft and Structure: **Dramatic Structure** 

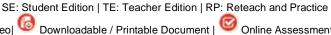








Audio | 🕑 Video| ಠ Downloadable / Printable Document | 🤟 Online Assessment |

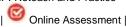


Analyze Craft and Structure: Dramatic Structure (RP) Author's Style: Motif Students explain how the word strange or strangely is used in the passage. Author's Style: Motif Author's Style: Motif (RP) Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Tempest, Act IV **STANDARDS** RL.9-10.4; RL.9-10.10; L.9-10.4; L.9-10.4.c myPerspectives ELL Support Word Study: Latin Word Study: Latin Root: Audio Summary Audio Summary Audio Summary Suffix: sub- (RP) -val- (RP) The Tempest, Act II The Tempest, Act III The Tempest, Act IV (TE p 551) (TE p 569) Analyze Craft and Analyze Craft and Personalize for Learning Personalize for Learning Word Study: Words from English Language Support: Structure: Poetic Structure English Language Support: Structure: Dramatic Structure Sailing (RP) False Cognates (RP) Multiple-Meaning Words (RP) (TE p 583) (TE 570) (TE p 540) (TE 552) (TE p 561) Analyze Craft and Structure: Author's Style: Word Speaking and Listening: Personalize for Learning Dramatic Structure (RP) Choice (RP) Dramatic Reading (RP) English Language Support: (TE p 584) (TE p 553) (TE p 571) False Cognates Author's Style: Motif (RP) (TE p 567) Personalize for Learning Personalize for Learning (TE p 585) English Language Support: English Language Support: **Iambic Pentameter** Preparing for a Dramatic Personalize for Learning English Reading (TE p 552) Language Support: (TE p 571) False Cognates Personalize for Learning (TE p 575) SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice







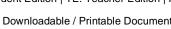


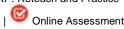


|  | English Language Support: Analyzing Diction (TE p 553)  English Language Support Lesson: Diction (On Realize) |  | English Language Support Lesson: Dramatic Reading (On Realize) | Personalize for Learning English Language Support: Understanding Dramatic Structures (TE p 584)  English Language Support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











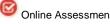
| DAY 11  | DAY 12  | DAY 13  | DAY 14   | DAY 15  |
|---|---|---|--|---|
| SELECTION<br>Anchor Text<br>The Tempest, Act V<br>William Shakespeare | SELECTION Anchor Text En el Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection Virgil Suarez  Caliban J.P. Dancing Bear | SELECTION Anchor Text En el Jardin de los Espejos Quebrados, Caliban catches a Glimpse of His Reflection Virgil Suarez  Caliban J.P. Dancing Bear | PERFORMANCE TASK:<br>WRITING FOCUS<br>Write an Argument  | PERFORMANCE TASK:<br>WRITING FOCUS<br>Write an Argument   |
| SE pp 586-603   | SE pp 604-611   | SE pp 611-613   | SE pp 614-616  | SE pp 617-619   |
| MAKING MEANING  | MAKING MEANING  | LANGUAGE<br>DEVELOPMENT   | PERFORMANCE TASK   | LANGUAGE<br>DEVELOPMENT:CONVENTIONS   |
| Concept Vocabulary<br>penitent; pardon; merciful;<br>rectify          | Concept Vocabulary<br>swollen; scarred; welt; sliver;<br>cartilage; clench  | Concept Vocabulary Students complete activities related to the Concept  | Write an Argument Students write an argumentative essay defending the topics of virtue                 | Create Cohesion: Quotations and Paraphrases Students incorporate quotations                         |
| First Read Students Notice, Annotate, Connect, Respond as they        | First Read Students Notice, Annotate, Connect, Respond as they  | Vocabulary words:<br>swollen; scarred; welt; sliver;<br>cartilage; clench   | and vengeance.  PreWriting/Planning  | and paraphrases to improve writing.   |
| read the selection the first time.  First-Read Guide: Fiction         | read the selection the first time.  First-Read Guide: Poetry  | Word Network Students add new words to their Word Network as they   | Students write a preliminary claim, consider possible counterclaims, gather evidence from sources, and | Revising Students evaluate and revise draft utilizing peer reviews.                                 |
| Read the Selection  | Read the Selection  | read texts in the unit.   | connect across texts.  | Editing and Proofreading Students edit for conventions and  |
| Selection Audio The Tempest, Act V:                                   | Selection Audio  En el Jardin de los  | Writing to Compare:<br>Comparison-and-Contrast<br>Essay   | Drafting Students organize and write a first draft.  | proofread for accuracies.  Publishing and Presenting  |
| Accessible Text  Media Connection                                     | Espejos Quebrados, Caliban<br>Catches a Glimpse of His<br>Reflection/Calibran:<br>Accessible Text   | Students write an essay comparing Caliban's character in the play and in  | <b>STANDARDS</b><br>W.9-10.1.a-e; W.9-10.10  | Students create a final version of their argument and share in small groups.                        |
| Comprehension Check<br>Students complete<br>comprehension questions.  | Comprehension Check Students complete comprehension questions.  | the poem.  Writing to Compare: Comparison-and-contrast Essay  |  | Reflecting Students reflect on their argumentative essays.  |
| The Tempest, Act V:<br>First Read Extension<br>Questions              | En el Jardin de los<br>Espejos Quebrados,Caliban  | Evidence Log Students add notes and evidence that will be used to   |  | STANDARDS<br>W.9-10.1.c; W.9-10.1.d; W.9-<br>10.1.e; W.9-10.4; W.9-10.9; L.9-<br>10.2.b; L.9-10.2.c |
| Research to Clarify   | Catches a Glimpse of His<br>Reflection/Calibran: First<br>Read Extension Questions  | inform the Performance-<br>Based Assessment.  |  | 10.2.0, 2.0 10.2.0  |













Students research one unfamiliar detail from the text.

#### **Close Read the Text**

Students will review the Close Read Model and complete the close read sections in the selection.



## Analyze the Text

Students will respond to questions about the text. citing textual evidence.

## **Analyze Craft and** Structure: Plot Structure

Students complete activities to record how the resolution of the plot affects each character in *The Tempest*.

Analyze Craft and Structure: Plot Structure

Analyze Craft and Structure: Plot Structure (RP)

# LANGUAGE **DEVELOPMENT**

#### **Concept Vocabulary**

Students complete activities related to the Concept Vocabulary words: penitent; pardon; merciful; rectify

# Word Study: Latin Root:

Students complete activities using the Latin Root –pen-

# Research to Clarify

Students research one unfamiliar detail from the text.

# Research to Explore

Students something interesting from the poem 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.



# Analyze the Text

Students will respond to questions about the text, citing textual evidence.

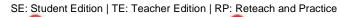
# **STANDARDS**

RL.9-10.10

Jardin de los Espejos Quebrados, Caliban

#### **STANDARDS**

RL.9-10.9; W.9-10.2; W.9-10.9.1; L.9-10.5; L.9-10.6

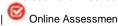














| Concept Vocabulary and Word Study  Word Study: Latin Root: -pen- (RP)  |  |  |
|--|--|--|
| Word Network Students add new words to their Word Network as they read texts in the unit.  |  |  |
| Author's Style: Poetic<br>Structure<br>Students examine the<br>effects of rhyming couplets.  |  |  |
| Author's Style: Poetic Structure   |  |  |
| Author's Style: Poetic<br>Structure<br>(RP)  |  |  |
| Writing to Sources: Literary Criticism Students write a critical essay analyzing The Tempest's uneasy ending. Writing to Sources: Literary Criticism                     |  |  |
| Writing to Sources: Literary Criticism (RP)  |  |  |
| Speaking and Listening: Oral Presentation Students debate "nature vs. nurture". Speaking and Listening: Oral Presentation Speaking and Listening: Oral Presentation (RP) |  |  |





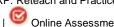






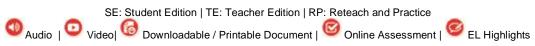








| Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Selection Test: The Tempest, Act V  STANDARDS RL.9-10.5; RL.9-10.10; W.9-10.1; W.9-10.1; SL.9-10.3; SL.9-10.4; L.9-10.4.c  myPerspectives ELL Support |   |   |   |
|---|---|---|---|
| Audio Summary   | Audio Summary   | Personalize for Learning<br>English Language Support: | Personalize for Learning<br>English Language Support: |
| The Tempest, Act IV  Analyze Craft and Structure: Plot Structure (RP) (TE p 599) Word Study: Latin Root: -pen- (RP) (TE p 600) Author's Style: Poetic Structure (RP) (TE p 601) Writing to Sources: Literary Criticism (RP) (TE p 602)                            | En el Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection/Calibran  Personalize for Learning English Language Support: Idioms (TE p 607) | Elements of Writing (TE p 612)                        | Syntax (TE p 617)                                     |
| English Language Support Lesson: Literary Criticism (On Realize) Speaking and Listening: Oral Presentation (RP)   |   |   |   |



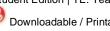


| (TE p 603)  Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 590)  Personalize for Learning English Language Support: False Cognates (TE p 594)  Personalize for Learning English Language Support: Language Difficulties (TE p 599)  Personalize for Learning English Language Support: Language Support: Language Support: Analyzing a Text's Ending (TE p 602) |  |  |   |   |
|--|--|--|---|---|
| iLit ELL Level E   |  |  |   |   |
| iLit ELL Level E Characteristics of Drama Unit 3 Lesson 2-3: Work Time  Text: Romeo and Juliet Unit 3 Lessons 1–10  iLit Library The Tempest Macbeth Hamlet King Lear  Retell Unit 3 Lesson 2: Read Aloud, Think Aloud  Make Inferences Unit 3 Lesson 8: Read Aloud, Think Aloud   | Understanding Characteristics of Poetry Unit 7 Lessons 1–2: Work Time  Poetry Selections and Activities Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School"  Idioms Unit 2 Lesson 7: Vocabulary | Understanding Characteristics of Poetry Unit 7 Lessons 1–2: Work Time  Poetry Selections and Activities Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School" | 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  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 | 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  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 |













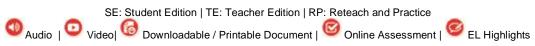
| DAY 16                                     | DAY 17   | DAY 18                         | DAY 19                         | DAY 20                       |
|--|--|--------------------------------|--------------------------------|------------------------------|
| OVERVIEW                                   | SELECTION  | SELECTION                      | SELECTION                      | SELECTION                    |
| Small-Group Learning                       | They are hostile nations                           | They are hostile nations       | They are hostile nations       | They are hostile nations     |
|  | Margaret Atwood                                    | Margaret Atwood                | Margaret Atwood                | Margaret Atwood              |
|  |  |                                |                                |                              |
|  | Under a Certain Little Star                        | Under a Certain Little Star    | Under a Certain Little Star    | Under a Certain Little Star  |
|  | Wislawa Szymborska                                 | Wislawa Szymborska             | Wislawa Szymborska             | Wislawa Szymborska           |
| SE pp 620-623                              | SE pp 624-629                                      | SE p 629                       | SE p 630                       | SE pp 630-631                |
| Essential Question                         | MAKING MEANING                                     | MAKING MEANING                 | MAKING MEANING                 | LANGUAGE                     |
| What motivates us to forgive?              |  |                                |                                | DEVELOPMENT                  |
|  | Concept Vocabulary                                 | Comprehension Check            | Close Read the Text            |                              |
| Small-Group Learning                       | target; vulnerable; hounded                        | Students complete              | Students will review the Close | Concept Vocabulary           |
| Strategies                                 |  | comprehension questions.       | Read Model and complete the    | Students complete activities |
| Prepare                                    | First Read   |                                | close read sections in the     | related to the Concept       |
| Participate Fully                          | Students Notice, Annotate,                         | They are hostile               | selection.                     | Vocabulary words:            |
| Support Others                             | Connect, Respond as they                           | nations/Under a Certain Little | Close Read the Text            | target; vulnerable; hounded  |
| Clarify                                    | read the selection the first                       | Star: First Read Extension     | Globe Road the Text            | Mand Otaska Animal Manda     |
|  | time.  | Questions                      | Analyze the Text               | Word Study: Animal Words     |
| Small-Group Learning                       | •  |                                | Students will respond to       | Concept Vocabulary and       |
| Strategies                                 | First-Read Guide: Poetry                           | Research to Clarify            | questions about the text,      | Word Study                   |
| Table of Contents Preview                  |  | Students research one          | citing textual evidence.       | Word Study: Animal           |
| Preview the selections in the              | Read the Selection                                 | unfamiliar detail from one of  | Analyze the Text               | Words (RP)                   |
| unit and discuss how they                  | Selection Audio                                    | the poems.                     | Analyze the Text               | Words (KF)                   |
| relate to the EQ and unit                  | A Selection Addio                                  |                                |                                | Word Network                 |
| topic.                                     | They are hostile                                   |                                |                                | Students add new words to    |
|  | nations/Under a Certain Little                     |                                |                                | their Word Network as they   |
| Working as a Team                          | Star: Accessible Text                              |                                |                                | read texts in the unit.      |
| Take a position                            | CTANDADDC  |                                |                                |                              |
| List your rules                            | <b>STANDARDS</b><br>RL.9-10.10; L.9-10.4.a; Pl.6C; |                                |                                | Analyze Craft & Structure:   |
| <ul> <li>Apply the rules</li> </ul>        | RL.9-10.10, L.9-10.4.a, Pl.6C,<br>  Pl.8           |                                |                                | Speaker                      |
| Name your group                            | 1 1.0  |                                |                                | Students will analyze the    |
| <ul> <li>Create a communication</li> </ul> |  |                                |                                | speaker in the poems.        |
| plan                                       |  |                                |                                | Analyze Craft and            |
| <b> .</b>                                  |  |                                |                                | Structure: Speaker           |
| Making a Schedule                          |  |                                |                                |                              |
| Students make a schedule                   |  |                                |                                | Analyze Craft and            |
| with group for completing tasks.           |  |                                |                                | Structure: Speaker (RP)      |
| lasks.                                     |  |                                |                                | STANDARDS                    |
| Working on Group Projects                  |  |                                |                                | RL.9-10.2; L.9-10.6          |
| Students choose specific                   |  |                                |                                | 1.2.0 10.2, 2.0 10.0         |
| roles for each member.                     |  |                                |                                |                              |
|  |  |                                |                                |                              |
|  |  |                                |                                |                              |

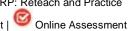














| myPerspectives ELL Support  |   |   |   |  |  |
|---|---|---|---|--|--|
|   | Audio Summary They are hostile nations/Under a Certain Little Star  Personalize for Learning English Language Support: Personification (TE p 628)   |   |   | Word Study: Animal Words (RP) (TE p 630) Analyze Craft and Structure: 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                         |
|-----------------------------|-------------------------------|------------------------------------|--------------------------------|--------------------------------|
| SELECTION                   | SELECTION                     | SELECTION                          | SELECTION                      | SELECTION                      |
| They are hostile nations    | They are hostile nations      | Let South Africa Show the          | Let South Africa Show the      | Let South Africa Show the      |
| Margaret Atwood             | Margaret Atwood               | World How to Forgive               | World How to Forgive           | World How to Forgive           |
| S                           | S                             | Desmond Tutu                       | Desmond Tutu                   | Desmond Tutu                   |
| Under a Certain Little Star | Under a Certain Little Star   |                                    |                                |                                |
| Wislawa Szymborska          | Wislawa Szymborska            |                                    |                                |                                |
| ,                           | ,                             |                                    |                                |                                |
|                             |                               |                                    |                                |                                |
| SE p 632                    | SE p 633                      | SE pp 634-639                      | SE pp 640-641                  | SE pp 642-643                  |
| LANGUAGE                    | EFFECTIVE EXPRESSION          | MAKING MEANING                     | MAKING MEANING                 | LANGUAGE                       |
| DEVELOPMENT                 |                               |                                    |                                | DEVELOPMENT                    |
|                             | Writing to Sources: Write a   | Concept Vocabulary                 | Close Read the Text            |                                |
| Author's Style: Apostrophe  | Poem                          | democratic; interdependence;       | Students will review the Close | Conventions: Types of          |
| Students find examples of   | Students write a poem.        | communal                           | Read Model and complete the    | Clauses                        |
| apostrophe in a poem.       |                               |                                    | close read sections in the     | Students read and analyze      |
|                             | Writing to Sources: Write     | First Read                         | selection.                     | relative pronouns and relative |
| Author's Style:             | a Poem                        | Students Notice, Annotate,         | Class Dood the Toy             | clauses.                       |
| Apostrophe                  | Writing to Sources: Write     | Connect, Respond as they           | Close Read the Text            | <b>6</b>                       |
| Author's Style:             | a Poem (RP)                   | read the selection the first       | <u>.</u> .                     | Conventions: Types of          |
| Apostrophe (RP)             | a room (rar)                  | time.                              | Analyze the Text               | Clauses                        |
| ripodirophie (rti )         | Evidence Log                  |                                    | Students will respond to       | Conventions: Types of          |
| STANDARDS                   | Students add notes and        | (A                                 | questions about the text,      | Clauses (RP)                   |
| RL.9-10.4                   | evidence that will be used to | First-Read Guide:                  | citing textual evidence.       | Cladded (IVI)                  |
| 112.0 1011                  | inform the Performance-       | Nonfiction                         | Analyze the Text               | EFFECTIVE EXPRESSION           |
|                             | Based Assessment.             | Bartilla Octobrila                 | 7 thaty25 the Toxt             |                                |
|                             | 2000 7.00000                  | Read the Selection                 | LANGUAGE                       | Research: Multimedia           |
|                             | 00                            | Selection Audio                    | DEVELOPMENT                    | Presentation                   |
|                             | Selection Test: Poetry        | <b>@</b>                           |                                | Students research and          |
|                             | Collection 2                  | Let South Africa Show the          | Concept Vocabulary             | prepare a presentation on the  |
|                             |                               | World How to Forgive:              | Students complete activities   | speech by Desmond Tutu.        |
|                             | STANDARDS                     | Accessible Leveled Text            | related to the Concept         |                                |
|                             | W.9-10.4; W.9-10.5            |                                    | Vocabulary words:              | 1 Cocarcii. Maltiricala        |
|                             |                               | Comprehension Check                | democratic; interdependence;   | Presentation                   |
|                             |                               | Students complete                  | communal                       | Research: Multimedia           |
|                             |                               | comprehension questions.           |                                | Presentation (RP)              |
|                             |                               | _                                  | Word Study: Greek Root         | 1 1000 manori (m.)             |
|                             |                               | Let South Africa Show the          | Word: kratos                   | Evidence Log                   |
|                             |                               | World How to Forgive: First        | [ <b>@</b>                     | Students add notes and         |
|                             |                               | Read Extension Questions           | Concept Vocabulary and         | evidence that will be used to  |
|                             |                               | Trous Extension & doctions         | Word Study                     | inform the Performance-        |
|                             |                               | Research to Clarify                | Word Study: Greek Root         | Based Assessment.              |
|                             |                               | Students research one              | Word: kratos (RP)              | 23337.00000                    |
|                             |                               | unfamiliar detail from the text.   | 110.0.7.4400 (141)             | 00                             |
|                             |                               |                                    |                                | Selection Test: Let            |
|                             |                               |                                    |                                | South Africa Show the World    |
|                             |                               |                                    |                                | How to Forgive                 |
|                             | 05.00 1 45.00 1.75.7          | Edition   RP: Reteach and Practice |                                |                                |



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

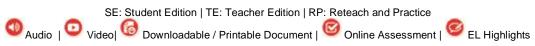














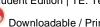
| iLit ELL Level E                          |  |   |   |  |
|---|--|---|---|--|
| Introduce Poetry                          | Introduce Poetry                             | iLit Library  | iLit Library  | iLit Library   |
| Unit 7 Lesson 1                           | Unit 7 Lesson 1                 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

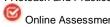
| PERFORMANCE TASK: Speaking and Listening Focus Present an Argument  SE pp 644-645  PERFORMANCE TASK Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening Focus: Speaking and Listening First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Students duide First-Read Guide First-Read Guide First-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Students add notes and evidence that will be used to inform the Performance-BaseD ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  PERFORMANCE-BASED ASSESSMENT  Speaking and Listening: Informal Speech After completing the essay, students add notes and evidence that will be used to inform the Performance-BaseD ASSESSMENT  Speaking and Listening Strategies  Connect, Respond as they read the selection the first time.  First-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide  Table of Contents Preview Preview the selections in the unit and discuss how they  Students providence that will be used to inform the Performance-BaseD ASSESSMENT  Review Evidence for an Argument Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Writing to Sources: Argument Students will write an  Prestormance-BaseD ASED ASSESMENT  PERFORMANCE-BASED ASSESMENT  PERFORMANCE-BASED ASSESMENT  Students add notes and evide |
|--|
| PERFORMANCE TASK  Speaking and Listening Focus: Present an Argument Students plan a talk show segment asking if forgiveness first requires an apology?  Plan With Your Group Students will analyze the text, gather evidence and choose order and format.  Persont an Argument Students plan a talk show segment asking if forgiveness first requires an apology?  Plan With Your Group Students will analyze the text, gather evidence and choose order and format.  Rehearse with Your Group Students practice the talk  Essential Question What motivates us to forgive?  First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide Students of their evidence  Close-Read Guide Close-Read |
| Speaking and Listening Focus: Present an Argument Students plan a talk show segment asking if forgiveness first requires an apology?  Plan With Your Group Students will analyze the text, gather evidence and choose order and format.  Rehearse with Your Group Students practice the talk  What motivates us to forgive?  Independent Learning Strategies  Ocreate a Schedule Practice what you have learned Take Notes  First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide Students valuate the strength of their evidence Students add notes and evidence that will be used to inform the Performance-Based Assessment.  First-Read Guide Students valuate the strength of their evidence Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Close Read the Text Students will review the Close Read Model and complete the Review Evidence for an Argument Students evaluate the strength of their evidence Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Close Read the Text Students will review the Close Read Model and complete the Review Evidence for an Argument Students evaluate the students develop a brief three-to five-minute informal speech.  Review Evidence for an Argument Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Writing to Sources: Affercompleting the essay, Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Students Preview Evidence for an Argument Students evaluate the students evaluate the strength of their evidence  First-Read Guide  Close-Read Guide  Close-Read Guide  Students add notes and evidence that evidence that will be used to inform the Performance-Based Assessment.  S |
| presentation and know the audience.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.9-10.1.a; SL.9-10.1.d; SL.9-10.4  SL.9-10.1.d; SL.9-10.4  STANDARDS SL.9-10.1.d; SL.9-10.4  STANDARDS SL.9-10.1.d; SL.9-10.4  STANDARDS Students write about a paragraph that grabbed their interest.  Share Your Independent Learning Students share what they learned from independent learning with a group and  |









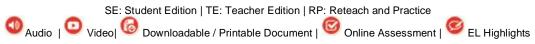


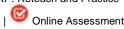


|  |   | Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1   |   |  |  |  |
|--|---|---|---|--|--|--|
| myPerspectives ELL Support   |   |   |   |  |  |  |
|  |   | Accessible Leveled Texts for<br>Independent Learning<br>Selections (On Realize)   |   |  |  |  |
| iLit ELL Level E   |   |   |   |  |  |  |
| Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time | Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group  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 | Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group  Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time  iLibrary All texts | 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  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 | Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time |  |  |











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

# **INSTRUCTIONAL MODEL**

WHOLE-CLASS LEARNING

**ASSESSMENTS** 

**SMALL-GROUP LEARNING** 

INDEPENDENT LEARNING

#### **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)

## 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.

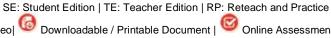










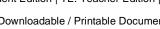


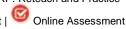


| DAY 1   | DAY 2   | DAY 3  | DAY 4                                 | DAY 5  |
|---|---|--|---------------------------------------|--|
| UNIT INTRODUCTION   | OVERVIEW  | SELECTION  | SELECTION<br>Anchor Tout              | SELECTION<br>Anchor Tout                                   |
|   | Whole-Class Learning                                | Literature and Culture Historical Context                  | Anchor Text Oedipus the King, Part I  | Anchor Text Oedipus the King, Part I                       |
|   |   | Oedipus the King   | grant and rung, rung.                 | compact the railing, railing                               |
|   |   |  |                                       |  |
| SE pp 656-663   | SE pp 664-665                                       | SE pp 666-671  | SE pp 672-686                         | SE pp 687-699  |
| Unit Goals  | Essential Question                                  | LITERATURE AND   | MAKING MEANING                        | MAKING MEANING   |
| Students will deepen their understanding of blindness       | What does it mean to see?                           | CULTURE  | Concept Vocabulary                    | Read the Selection   |
| and sight by reading, writing,                              | Whole-Class Learning                                | Historical Context   | proclamation; decree; edicts          |  |
| speaking, listening, and                                    | Strategies  | Students analyze a brief                                   |                                       | Selection Audio  |
| presenting.   | Listen actively                                     | history of ancient Greece and the rise and fall of Athens. | First Read Students Notice, Annotate, | Oedipus the King, Part I:                                  |
| Unit Goals Video  | <ul> <li>Clarify by asking<br/>questions</li> </ul> |  | Connect, Respond as they              | Accessible Text  |
| Academic Vocabulary   | Monitor understanding                               | Ancient Greek Theater                                      | read the selection the first          | Comprehension Check  |
| integrate; delineate; volition;                             | Interact and share ideas                            | Students discuss the religious foundation in ancient Greek | time.                                 | Students complete  |
| vivid; altercation  | Whole-Class Learning                                | theater.   | First-Read Guide: Fiction             | comprehension questions.                                   |
| <b>6</b>  | Strategies  | Aristotle and Greek  | Read the Selection                    | Oedipus the King, Part I:                                  |
| Home Connection Letter                                      | Table of Contents Preview                           | Tragedy  | Selection Audio                       | First Read Extension                                       |
| Spanish Home  | Preview the selections in the                       | Students discuss Aristotle                                 |                                       | Questions  |
| Connection Letter   | unit and discuss how they                           | and other early playwrights of ancient Greece.             | Oedipus the King, Part I:             | Research to Clarify  |
| Unit 6 Answer Key   | relate to the EQ and unit topic.                    | ancient Greece.  |                                       | Students research one                                      |
| Launch Text   | topio.  |  | STANDARDS                             | unfamiliar detail from the text.                           |
| Students will read "Just Six                                |   |  | RL.9-10.10                            | Research to Explore  |
| Dots". They will then be able to participate in discussions |   |  |                                       | Students research some of                                  |
| about blindness and sight.                                  |   |  |                                       | the places mentioned in the                                |
|   |   |  |                                       | play.  |
| Word Network Students add new words to                      |   |  |                                       | Close Read the Text  |
| their Word Network as they                                  |   |  |                                       | Students will review the Close Read Model and complete the |
| read texts in the unit.                                     |   |  |                                       | close read sections in the                                 |
| Word Network  |   |  |                                       | selection.   |
| Summary   |   |  |                                       | Close Read the Text  |
| Students write a summary of                                 |   |  |                                       | Analysis the Trif  |
| the Launch Text.  |   |  |                                       | Analyze the Text Students will respond to                  |
| Launch Activity   |   |  |                                       | questions about the text,                                  |
|   |   |  |                                       | citing textual evidence.                                   |
|   |   |  |                                       |  |





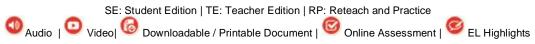


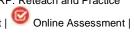




| Students participate in an activity related to the unit theme.  |   |  | STANDARDS<br>RL.9-10.10  |
|---|---|--|--|
| QuickWrite Students write a response to the QuickWrite prompt: Which matters more – the present or the future?  |   |  |  |
| Evidence Log Students add notes and evidence that will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

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

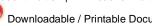


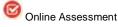


| DAY 6  | DAY 7  | DAY 8   | DAY 9   | DAY 10  |
|--|--|---|---|---|
| SELECTION Anchor Text Oedipus the King, Part I   | SELECTION Anchor Text Oedipus the King, Part I   | SELECTION Anchor Text Oedipus the King, Part I  | SELECTION Anchor Text Oedipus the King, Part II   | SELECTION Anchor Text Oedipus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







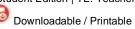


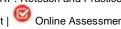


|   |   |   | STANDARDS<br>RL.9-10.10   |   |
|---|---|---|---|---|
| myPerspectives ELL Support  |   |   |   |   |
| Word Study: Latin Root: -dict- (RP) (TE p 699)  Personalize for Learning English Language Support: Identifying the Latin Root -dict- (TE p 699)  English Language Support Lesson: Latin Root - dict- (On Realize)   | Analyze Craft and<br>Structure: Structure of Greek<br>Plays (RP)<br>(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<br>Structure: Elements of Greek<br>Tragedy (RP)<br>(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 |









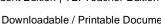


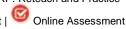
| Anchor Text Anchor Text Anchor Text WRITING FOCUS  | PERFORMANCE TASK:  |
|--|--|
| LANGUAGE DEVELOPMENT  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: oracle; prophecy; inexorable  Word Study: Denotation and Connotation Study Concept Vocabulary and Word Study  Word Study: Denotation and Connotation (RP)  Word Network Students add new words to their Word Network as they read texts in the unit.  Author's Style: Rhetorical Devices: Anaphora Students and new words and phrases not in predictable order. | WRITING FOCUS Nonfiction Narrative  SE pp 731-733  LANGUAGE DEVELOPMENT: CONVENTIONS  Add Variety: Sentence Structures Students use sentence structures that convey specific meanings.  Revising Students evaluate and revise draft utilizing peer reviews.  Editing and Proofreading Students edit for conventions and proofread for accuracies.  Publishing and Presenting Students create a final version of their narratives and share in small groups.  Reflecting Students reflect on their narratives.  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 |











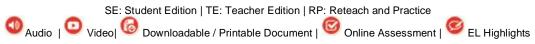


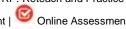
| <b>STANDARDS</b> RL.9-10.5; L.9-10.4.c; L.9-10.5; L.9-10.5.b   |   |   |   |   |
|--|---|---|---|---|
| myPerspectives ELL Support   |   |   |   |   |
| Word Study: Denotation and Connotation (RP) (TE p 724) Author's Style: Anaphora (RP) (TE p 725)  Personalize for Learning English Language Support: 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:<br>Critique (RP)<br>(TE p 727)  |   | Personalize for Learning<br>English Language Support:<br>Artistic License<br>(TE p 731)   |
| iLit ELL Level E   |   |   |   |   |
| iLit Library (Greek<br>literature)<br>Greek Myths<br>Prometheus and the Gift of<br>Fire<br>The Iliad<br>The Odyssey  | iLit Library (Greek<br>literature)<br>Greek Myths<br>Prometheus and the Gift of<br>Fire<br>The Iliad<br>The Odyssey   | iLit Library (Greek<br>literature)<br>Greek Myths<br>Prometheus and the Gift of<br>Fire<br>The Iliad<br>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 Paragraph Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1–7: Extra Practice  |
| Characteristics of Drama<br>Unit 3 Lesson 2, 3: Work<br>Time   | Characteristics of Drama<br>Unit 3 Lesson 2, 3: Work<br>Time  |   | Write a Narrative Essay<br>Unit 2 Lesson 41: Work Time<br>Unit 2 Lesson 42: Work Time   | Write a Narrative Essay<br>Unit 2 Lesson 41: Work Time<br>Unit 2 Lesson 42: Work Time   |
| Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary   | Analyze Dialogue<br>Unit 4 Lesson 3: Whole<br>Group   |   | 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 | 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 |













| DAY 16  | DAY 17   | DAY 18                                 | DAY 19   | DAY 20                                  |
|---|--|--|--|---|
| OVERVIEW  | SELECTION  | SELECTION                              | SELECTION  | SELECTION                               |
| Small-Group Learning                                | View From the Empire State                             | View From the Empire State             | Blind  | Blind                                   |
| ·   | Building   | Building                               | Fatima Naoot   | Fatima Naoot                            |
|   | Helen Keller   | Helen Keller                           |  |   |
|   |  |  | The Blind Seer of Ambon                                | The Blind Seer of Ambon                 |
|   |  |  | W.S. Merwin  | W.S. Merwin                             |
|   |  |  | 0 15 55 1  | 0 11 51 1                               |
|   |  |  | On His Blindness                                       | On His Blindness                        |
|   |  |  | Jorge Luis Borges                                      | Jorge Luis Borges                       |
|   |  |  |  |   |
| SE pp 734-737                                       | SE pp 738-741  | SE pp 741-745                          | SE pp 746-753  | SE pp 754-757                           |
| Essential Question                                  | MAKING MEANING   | LANGUAGE                               | MAKING MEANING   | LANGUAGE                                |
| What does it mean to see?                           |  | DEVELOPMENT                            |  | DEVELOPMENT                             |
|   | Concept Vocabulary                                     |  | Concept Vocabulary                                     |   |
| Small-Group Learning                                | unconquerable; indomitable;                            | Concept Vocabulary                     | transcend; luminous;                                   | Concept Vocabulary                      |
| Strategies  | dominating   | Students complete activities           | elemental  | Students complete activities            |
| Prepare   |  | related to the Concept                 |  | related to the Concept                  |
| <ul> <li>Participate Fully</li> </ul>               | First Read   | Vocabulary words:                      | First Read   | Vocabulary words:                       |
| <ul> <li>Support Others</li> </ul>                  | Students Notice, Annotate,<br>Connect, Respond as they | unconquerable; indomitable; dominating | Students Notice, Annotate,<br>Connect, Respond as they | transcend; luminous; elemental          |
| <ul> <li>Clarify</li> </ul>                         | read the selection the first                           | dominating                             | read the selection the first                           | elemental                               |
| Small-Group Learning                                | time.  | Word Study: Latin Root                 | time.  | Word Study: Latin Root:                 |
| Strategies  |  | -dom-                                  |  | -lum-                                   |
| Strategies  | <b>@_</b>  | <b>@</b>                               | <b>@</b>   |   |
| Table of Contents Preview                           | First-Read Guide:                                      | Concept Vocabulary and                 | First-Read Guide: Poetry                               | Concept Vocabulary and                  |
| Preview the selections in the                       | Nonfiction   | Word Study                             | Read the Selection                                     | vvora Study                             |
| unit and discuss how they                           | Read the Selection                                     | Word Study: Latin Root                 |  | Word Study: Latin Root:                 |
| relate to the EQ and unit                           |  | -dom- (RP)                             | Blind/The Blind Seer of                                | -lum- (RP)                              |
| topic.  | Selection Audio  |  | Ambon/On His Blindness:                                |   |
| _   | View From the Empire                                   | Word Network                           | Accessible Text.                                       | Word Network                            |
| Working as a Team                                   | State Building: Accessible                             | Students add new words to              |  | Students add new words to               |
| Take a position                                     | Leveled Text   | their Word Network as they             | Comprehension Check                                    | their Word Network as they              |
| List your rules                                     |  | read texts in the unit.                | Students complete comprehension questions.             | read texts in the unit.                 |
| Apply the rules                                     | Comprehension Check                                    | Analyze Craft & Structure:             | Comprehension questions.                               | Analyze Craft & Structure:              |
| Name your group                                     | Students complete                                      | Author's Choices: Word                 | 0  | Figurative Language                     |
| <ul> <li>Create a communication<br/>plan</li> </ul> | comprehension questions.                               | Choice                                 | Blind/The Blind Seer of                                | Students analyze figurative             |
| pian  | _  | Students will identify                 | Ambon/On His Blindness:                                | language.                               |
| Making a Schedule                                   | View From the Empire                                   | examples of figurative                 | First Read Extension                                   |   |
| Students make a schedule                            | State Building: First Read                             | language.                              | Questions  | Analyze Craft and Structure: Figurative |
| with group for completing                           | Extension Questions                                    | Analyze Craft and                      | Research to Clarify                                    | Language                                |
| tasks.  |  | Structure: Author's Choices:           | Students research one                                  | Language                                |
|   |  | Word Choice                            | unfamiliar detail from the text.                       |   |
|   |  |  |  |   |
| 1   | •  | •                                      | •  |   |













# **Working on Group Projects**

Students choose specific roles for each member.

# Research to Clarify

Students research one unfamiliar detail from the text.

#### 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

RI.9-10.10: L.9-10.4: L.9-10.4.b

Analyze Craft and Structure: Author's Choices: Word Choice (RP)

#### Conventions: Types of Structures

Students complete activities marking adverbial phrases.

Conventions: Types of Structures

Conventions: Types of Structures (RP)

# Research: Group Presentation

Students create a group presentation from a list of subjects.

Research: Group Presentation

Research: Group Presentation (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: View From the Empire State Building

#### **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

#### Close Read the Text

Students will review the Close Read Model and complete the close read sections in the selection.

# Analyze the Text

Students will respond to questions about the text. citing textual evidence.

Malyze the Text

#### **STANDARDS**

RL.9-10.10: L.9-10.4: L.9-10.4.a

Malyze Craft and Structure: Figurative Language (RP)

# Author's Style: Word Choice and Meaning

Students identify examples of imagery in the poems.

Author's Style: Word Choice and Meaning

Author's Style: Word Choice and Meaning (RP)

#### **EFFECTIVE EXPRESSION**

## Speaking and Listening: Oral Presentation

Students create and present an oral presentation based on one of the poems.

Speaking and Listening: Oral Presentation

Speaking and Listening: Oral Presentation (RP)

# **Evidence Log**

Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Selection Test: Poetry Collection

#### **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

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice













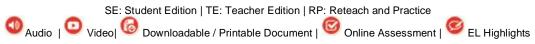
| myPerspectives ELL Support  |   |   |   |
|---|---|---|---|
| Audio Summary  View From the Empire State Building: Accessible Leveled Text | Word Study: Latin Root -dom- (RP) (TE p 742) Analyze Craft and Structure: Author's Choices: Word Choice (RP) (TE p 743) Conventions: Types of Structures (RP) (TE p 744) Research: Group Presentation (RP) (TE p 745) Personalize for Learning English Language Support: Understanding Figurative Language and Word Choice (TE p 743) English Language Support Lesson: Figurative Language (On Realize) | Audio Summary Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text.  Personalize for Learning English Language Support: Theme (TE p 748)  Personalize for Learning English Language Support: Syntax (TE p 751) | Word Study: Latin Root: -lum- (RP) (TE p 754) Analyze Craft and Structure: Figurative Language (RP) (TE p 755) Author's Style: Word Choice and Meaning (RP) (TE p 756) Speaking and Listening: Oral Presentation (RP) (TE p 757) Personalize for Learning English Language Support: Identifying Imagery and Juxtaposition (TE p 756) English Language Support Lesson: Imagery and Juxtaposition (On Realize) Personalize for Learning English Language Support: Preparing for a Panel Discussion (TE p 757) |









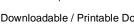


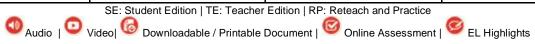
| iLit ELL Level E           |                             |                             |                            |                            |
|----------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|
| Rules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

| SELECTION The Country of The Blind H.G. Wells  SEP 782-781  SEP 782-783  SEP 782-783  SEP 782-785  MAKING MEANING Concept Vocabulary incoherent; perplexity; delusions  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  General Read the Selection Audio General Selection Audio General Selection Audio General Selection Audio General Selection Audio General Selection Audio General Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Selection Audio General Selection Selection Selection Audio General Selection Selection Selection Audio General Selection Selection Selection Selection Audio General Selection Selection Selection Audio General Selection Selection Audio General Selection Selection Selection Audio General Selection Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selection Audio General Selection Selecti  | DAY 21   | DAY 22                         | DAY 23                    | DAY 24                           | DAY 25                     |
|--|--|--------------------------------|---------------------------|----------------------------------|----------------------------|
| H.G. Wells  H.G. Wells  H.G. Wells  H.G. Wells  H.G. Wells  H.G. Wells  H.G. Wells  From For the Benefit of Those Who See Rosemary Mahoney  SE pp 758-781  SE pp 782-783  SE pp 784-785  SE pp 786-798  SE pp 786-798  SE pp 786-798  SE pp 786-798  SE pp 789-901  LANGUAGE DEVELOPMENT  Close Read the Text Students will review the Close Read dhodel and complete the close read sections in the selection.  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 Country of The Blind: Accessible Leveled Text  Comprehension Check  Students complete  Concept Vocabulary Students complete activities related to the Concept Vocabulary Students write a response to the story.  Writing to Sources:  Who See Rosemary Mahoney  SE pp 786-798  SE pp 786-798  SE pp 786-798  SE pp 786-798  MAKING MEANING  LANGUAGE DEVELOPMENT  Concept Vocabulary traversed; periphery; navigating  First Read  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Analyze the Text  Students will respond to questions about the text, citting textual evidence.  Analyze the Text  Students will respond to questions about the text, citting textual evidence.  Analyze the Text  Students will respond to questions show the text, citting textual evidence.  Analyze the Text  Students will respond to questions of the pacing in the story.  Analyze the Text  Students will respond to questions about the text, citting textual evidence.  Analyze the Text  Students will respond to questions about the text, citting textual evidence.  Analyze the Text  Students will respond to questions about the text, citting textual evidence.  Analyze the Text  Students ownier  Analyze the Text  Students ownier  Analyze the Text  Students will respond to the pacing in the story.  Analyze the Text  Students will respond to the pacing in the story.  Analyze the Text  Students ownier  Analyze the Text  Students will review the Close Read the Pext  Stude |  |                                |                           |                                  |                            |
| SE pp 758-781  MAKING MEANING  Concept Vocabulary incoherent; perplexity; delusions  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 Country of The Blind: Accessible Leveled Text  Comprehension Check Students complete complete activities related to the Concept Vocabulary Students complete activities incoherent; perplexity; delusions  Who See Rosemary Mahoney  SE pp 782-783  SE pp 788-798  SE pp 788-798  MAKING MEANING  Concept Vocabulary  EFFECTIVE EXPRESSION  Author's Style: Narrative Pacing Students discuss the characteristics of the pacing in the story.  Analyze the Text  Students will respond to questions about the text, citing textual evidence.  Analyze the Text  Concept Vocabulary  Sefection Audio Author's Style: Narrative Pacing Author's Style: Narrative Pa |  |                                |                           |                                  |                            |
| SE pp 758-781  SE pp 782-783  SE pp 784-785  SE pp 786-798  SE pp 786-798  SE pp 788-901  MAKING MEANING  Concept Vocabulary incoherent; perplexity; delusions  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Gi First-Read Guide: Fiction  Read the Selection  Selection Audio Gi The Country of The Blind: Accessible Leveled Text  Comprehension Check Students Complete of Concept Vocabulary Students omplete activities related to the Concept Vocabulary Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text Students will review the Close Read the Text  Analyze the Text  Concept Vocabulary Students somplete sactivities related to the Concept Vocabulary Students will review the Close Read the Text  Students will review the Close Read the Text  Students will review the Close Read the Text  Author's Style: Narrative Pacing Author's Style: Narrative P | H.G. Wells   | H.G. Wells                     | H.G. Wells                |                                  |                            |
| SE pp 758-781  |  |                                |                           |                                  |                            |
| MAKING MEANING  Concept Vocabulary incoherent; perplexity; delusions  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection  Read the Selection Audio  The Country of The Blind: Accessible Leveled Text  Comprehension Check Students complete  Concept Vocabulary  Students will review the Close Read the Text  Students discuss the characteristics of the pacing in the story.  Analyze the Text  Students will review the Close Read the Text  Analyze the Text  Students will review the Close Read the Text  Analyze the Text  Students will review the Close Read the Text  Analyze the Text  Students will review the Close Read the Text  Analyze the Text  Students will review the Close Read the Text  Analyze the Text  Students will review the Close Read the Text  Analyze the Text  Students discuss the characteristics of the pacing in the story.  Analyze the Text  Students style: Narrative Pacing  First Read  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Word Study:  Word Study:  Word Network  Students and new words to the the stevities the pacing in the sory.    |  |                                |                           | Rosemary Manoriey                | Rosemary Manoney           |
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| Concept Vocabulary incoherent; perplexity; delusions  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection  Selection Audio  The Country of The Blind: Accessible Leveled Text  Comprehension Check Students Omplete the close read sections in the selection.  Concept Vocabulary traversed; periphery; navigating  Students Style: Narrative Pacing  Students discuss the characteristics of the pacing in the story.  Analyze the Text  Students will review the Close Read Model and complete the close read sections in the selection.  Analyze the Text  Students will review the Close Read Model and complete the close read sections in the selection.  Author's Style: Narrative Pacing  Students of the pacing in the story.  Author's Style: Narrative Pacing  First-Read Guide: Nonfiction  Read the Selection  Word Study: Latin Root: Vers- /-vert- (RP)  Word Network  Students add new words to the story.  Word Network  Students add new words to their Word Network as they read texts in the unit  |  | MAKING MEANING                 |                           |                                  | LANGUAGE                   |
| incoherent; perplexity; delusions  Students will review the Close Read Model and complete the close read sections in the selection.  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection  Read the Selection Audio  The Country of The Blind: Accessible Leveled Text  Comprehension Check Students complete  Students will review the Close Read double and complete the close read sections in the selections in the selection.  Students will review the Close Read double and complete the close read sections in the selection.  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Analyze the Text  Students will review the Close Read Model and complete the close read sections in the selection.  Author's Style: Narrative Pacing  First Read  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Word Stude:  Word Stude:  Word Nature:  Word Network  Students virte a response to the story.  Word Nature:  Word Network Students and now words to the charcateristics of the pacing  Author's Style: Narrative Pacing  Author's Style: Narrative Pacing  First Read  Students Notice, Annotate, Connect, Respond as they read the selection Word Students o |  |                                | DEVELOPMENT               |                                  | DEVELOPMENT                |
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| Read the Selection  Selection Audio  The Country of The Blind: Accessible Leveled Text  Comprehension Check Students complete  Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Concept Vocabulary Read Guide:  Nonfiction  Read the Selection  Selection Audio  Concept Vocabulary  Students complete activities related to the Concept Vocabulary and Word Study  Word Study  Word Study  Word Study  Word Study  Word Study  Word Study  The Neglected Senses from For the Benefit of Those who See: Accessible Leveled  Word Network  Students add new words to their Word Network as they read texts in the unit  | First-Read Guide: Fiction  |                                | Pacing                    | @FILLE LOCA                      | (A)                        |
| Selection Audio  The Country of The Blind: Accessible Leveled Text  Comprehension Check Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Comprehension Check Students complete  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Comprehension Check Students complete  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Comprehension Check Students complete  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Comprehension Check Students complete  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Comprehension Check Students complete  Concept Vocabulary Students write a response to the story.  Word Network Students add new words to their Word Network as they read texts in the unit   |  |                                | Author's Style: Narrative |                                  | Concept Vocabulary and     |
| Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Writing to Sources:  Read the Selection  Selection Audio  Selection Audio  The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled  Word Study: Latin Root: Vers- / -vert- (RP)  Word Network Students add new words to their Word Network as they read texts in the unit   | All and a second | Analyze the Text               | Pacing (RP)               | Nonfiction                       |                            |
| The Country of The Blind: Accessible Leveled Text  Comprehension Check Students complete  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Concept Vocabulary Students somplete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions  Writing to Sources: Response Students write a response to the story.  Word Network Students add new words to their Word Network as they read texts in the unit   | Selection Audio  | 1                              | 3 ( )                     | Pead the Selection               | Word Study: Latin Root: -  |
| Accessible Leveled Text  related to the Concept Vocabulary words: incoherent; perplexity; Students complete  related to the Concept Vocabulary words: incoherent; perplexity; delusions  Word Network Students add new words to their Word Network as they Writing to Sources:  Word Network Students add new words to their Word Network as they who See: Accessible Leveled  |  | Concept Vocabulary             |                           | ARTS.                            | vers- / -vert- (RP)        |
| Comprehension Check Students complete  Vocabulary words: incoherent; perplexity; delusions  Students write a response to the story.  Word Network Students add new words to their Word Network as they Who See: Accessible Leveled  Word Network Students add new words to their Word Network as they Who See: Accessible Leveled  | Accessible Leveled Text  |                                |                           | Selection Audio                  |                            |
| Comprehension Check Students complete  Incoherent; perplexity; Incoherent; per | Accessible Leveled Text  |                                |                           | The Neglected Senses             |                            |
| Students complete Who See: Accessible Leveled read texts in the unit   | Comprehension Check  |                                |                           | from For the Benefit of Those    |                            |
| comprehension questions Response Text  |  |                                | Writing to Sources:       |                                  |                            |
| comprehension questions:   | comprehension questions.   | delusions                      | Response                  | Text                             | read texts in the unit.    |
| Word Study: Word Study: Analyze Craft & Structure:   | ' '  | Word Study: Word Study:        |                           |                                  | Analyze Craft & Structure: |
| Comprehension Check   Development of Ideas   | The Country of The Dinds   |                                | vvriting to Sources:      | Comprehension Check              |                            |
| The Country of The Blind: Latin Root: -lus- First Read Extension  Concept Versebulary and  Response (RP)  Response (RP)  Students complete  Students complete  Students analyze literary   | First Bood Extension   | _                              | Response (RP)             |                                  |                            |
| Concept Vocabulary and     comprehension questions.   elements in the story  |  | Concept Vocabulary and         | Evidence Log              | comprehension questions.         |                            |
| Word Study Students and notes and  | Questions  | Word Study                     | Students add notes and    |                                  |                            |
| I Brown I to Olo If  | Research to Clarify  | Word Study: Word Study:        |                           | The Neglected Senses             | Analyze Craft and          |
| Students research one Study: Word Study: Word Study: evidence that will be used to Structure: Development of Inform the Performance-  Structure: Development of Ideas  |  | Latin Root: -lud- / -lus- (RP) |                           | from For the Benefit of Those    |                            |
| unfamiliar detail from the taxt    Nho See: First Pead   | unfamiliar detail from the text.   | ` ,                            | Based Assessment.         | Who See: First Read              |                            |
| Word Network  Word Network  Extension Questions  Analyze Craft and   |  |                                |                           | Extension Questions              | Analyze Craft and          |
| Research to Explore   Students add new words to   @@   Structure: Development of   |  |                                | @ Salaction Test: The     |                                  | Structure: Development of  |
|  |  |                                | Country of the Blind      |                                  | Ideas (RP)                 |
| interests them. I read texts in the drift.   | interests them.  | read texts in the unit.        | Country of the Dillia     |                                  | Commention of Transport    |
| STANDARDS Analyze Craft & Structure: STANDARDS unfamiliar detail from the text. Conventions: Types of Phrases  | STANDADDS  | Analyza Croft 9 Structure      | STANDARDS                 | uniamiliar detail from the text. |                            |
| STANDARDS Analyze Craft & Structure: Narrative Structure Narrative Structure RL.9-10.5; W.9-10.3; SL.9- Research to Explore  | STANDARDS  | Marrative Structure            |                           | Research to Evolore              | F111 4585                  |
| 10.1.a Research to Explore   |  |                                | 10.1.a                    | Research to Explore              |                            |







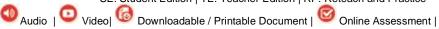


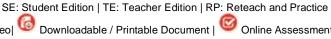


Students identify distinct RL.9-10.10; L.9-10.4; L.9-Students research something Students complete activities 10.4.b; L.9-10.4.d stages of the plot of the story. that interests them. identifying prepositions and adjectival phrases. Analyze Craft and Close Read the Text Conventions: Types of Structure: Narrative Structure Students will review the Close Phrases Analyze Craft and Read Model and complete the Conventions: Types of close read sections in the Structure: Narrative Structure selection. Phrases (RP) (RP) Close Read the Text **STANDARDS EFFECTIVE EXPRESSION** RL.9-10.5; L.9-10.4.b; L.9-Analyze the Text 10.4.c Speaking and Listening: Students will respond to **Oral Presentation** questions about the text, Students prepare and deliver citing textual evidence. an oral presentation. Analyze the Text Speaking and Listening: Oral Presentation **STANDARDS** Speaking and Listening: RI.9-10.10: L.9-10.4: L.9-10.4.a Oral Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The **Neglected Senses** STANDARDS RI.9-10.5; L.9-10.1; L.9-10.1.b; L.9-10.4.b











myPerspectives ELL Support

Audio Summary

The Country of the Blind: Accessible Leveled Text

Personalize for Learning **English Language Support:** Domain-Specific Vocabulary (TE p 761)

Personalize for Learning English Language Support: Idiom (TE p 764)

Personalize for Learning **English Language Support:** Pronoun-Antecedent Agreement (TE p 776)

Word Study: Latin Root: -lud-/-lus- (RP) (TE p 782)

Analyze Craft and Structure: Narrative Structure (TE p 783)

Personalize for Learning English Language Support: Understanding the Parts of the Plot. (TE p 783)

English Language Support Lesson: Plot (On Realize)

Author's Style: Narrative Pacing (RP) (TE p 784)

Writing to Sources (RP) (TE p 785)

Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 785)

Audio Summary

The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text

Personalize for Learning English Language Support: Understanding figures of Speech (TE p 789)

Personalize for Learning English Language Support: False Cognates (TE p 791)

Word Study: Latin Root: -vers-/-vert- (RP) (TE p 798)

Malyze Craft and Structure: Development of Ideas (RP) (TE p 799)

Conventions: Types of Phrases (RP) (TE p 800)

Speaking and Listening: Oral Presentation (RP) (TE p 801)

Personalize for Learning English Language Support: Adjective Phrases (TE p 800)

English Language Support Lesson: Adjective Phrases (On Realize)

#### iLit ELL Level E

# iLit Library (selections by H. G. Wells)

The War of the Worlds The Invisible Man The Time Machine

# Pronoun-Antecedent Agreement

Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 42: Work Time

# **Domain-Specific Words**

Unit 2 Lesson 13: Vocabulary Unit 4 Lesson 45: Whole Group; Work Time

# iLit Library (selections by H. G. Wells)

The War of the Worlds The Invisible Man The Time Machine

# **Connect Story Elements** (Setting, Plot, Mood, Characters)

Unit 2 Lesson 9: Read Aloud. Think Aloud Unit 2 Lesson 23: Whole Group: Work Time

# iLit Library (selections by H. G. Wells)

The War of the Worlds The Invisible Man The Time Machine

# **Assignments (related** material)

Unit 2 Lessons 36-40: Grammar Study Plan: Part 5: Skill 10: Subject-Verb Agreement

# Text: "I Have Down Syndrome"

Unit 5 Lesson 3

# iLit Library

An Amazing Act of Friendship Helps Blind Girl Drive

# **Allusions**

Unit 4 Lesson 5: Whole Group: Work Time

# Figurative Language Unit 3 Lesson 3: Whole

Group Unit 3 Lesson 4: Work Time

# Text: "I Have Down Syndrome"

Unit 5 Lesson 3

# iLit Library

An Amazing Act of Friendship Helps Blind Girl Drive

# **Greek and Latin Roots**

Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary: Work Time

**Multimedia Presentation** Unit 5 Lesson 1-10

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice













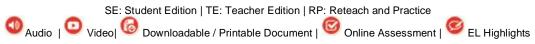
| DAY 26   | DAY 27                                     | DAY 28  | DAY 29                              | DAY 30   |
|--|--|---|-------------------------------------|--|
| PERFORMANCE TASK:  | INTRODUCE                                  | INDEPENDENT LEARNING                                      | PERFORMANCE-BASED                   | PERFORMANCE-BASED                                |
| Speaking and Listening                                     | INDEPENDENT LEARNING                       |   | ASSESSMENT                          | ASSESSMENT                                       |
| Focus  |  |   |                                     |  |
| Present an Oral Retelling                                  |  |   |                                     |  |
|  |  |   |                                     |  |
| SE pp 802-803  | SE pp 804-805                              | SE pp 806-808   | SE pp 809-811                       | SE pp 812-813                                    |
| PERFORMANCE TASK   | Essential Question                         | MAKING MEANING  | PERFORMANCE-BASED                   | PERFORMANCE-BASED                                |
|  | What does it mean to see?                  |   | ASSESSMENT PREP                     | ASSESSMENT                                       |
| Speaking and Listening                                     |  | First-Read Guide  |                                     |  |
| Focus:   | Independent Learning                       | Students Notice, Annotate,                                | Review Notes for a                  | Speaking and Listening:                          |
| Present an Oral Retelling                                  | Strategies                                 | Connect, Respond as they                                  | Nonfiction Narrative                | Storytelling                                     |
| Students will develop an oral                              | Create a Schedule                          | read the selection the first                              | Students evaluate their ideas.      | After completing the narrative,                  |
| retelling of the selections                                | <ul> <li>Practice what you have</li> </ul> | time.   | Fridance Lan                        | students develop a brief                         |
| addressing the question: Can one have sight but no vision, | learned                                    | First-Read Guide  | Evidence Log Students add notes and | three- to five-minute storytelling session.      |
| or vision but no sight?                                    | <ul> <li>Take Notes</li> </ul>             | Close-Read Guide  | evidence that will be used to       | Storytelling session.                            |
| or vision but no signt:                                    | _  | First-Read Guide  | inform the Performance-             | Reflect on the Unit                              |
| Plan With Your Group                                       | Independent Learning                       | Close-Read the Text                                       | Based Assessment.                   | Students reflect on Unit goals,                  |
| Students will analyze the text,                            | Strategies                                 | Close-Nead the Text                                       |                                     | learning strategies, and the                     |
| gather evidence and media                                  |  | Students will review the Close                            | Writing to Sources:                 | text.  |
| examples, and organize                                     | Table of Contents Preview                  | Read Model and complete the                               | Nonfiction Narrative                |  |
| ideas.   | Preview the selections in the              | close read sections in the                                | Students will write a               | Reflect on the Unit                              |
|  | unit and discuss how they                  | selection.  | nonfiction narrative asking if      | Treflect of the offic                            |
| Rehearse with Your Group                                   | relate to the EQ and unit                  |   | there is a difference between       | 00   |
| Students practice the presentation, fine-tune the          | topic.                                     | Analyze the Text  | seeing and knowing?                 |  |
| content, improve use of                                    | <b>6</b> 0                                 | Students will respond to                                  | Narrative Rubric                    | 0744154550                                       |
| media, and brush up on                                     | <b> </b>                                   | questions about the text,                                 | Students use the rubric to          | STANDARDS  |
| presentation technique.                                    |  | citing textual evidence.                                  | guide their revisions.              | SL.9-10.1; SL.9-10.1.a; SL.9-<br>10.5; SL.9-10.6 |
|  |  | Quick Write   |                                     | 10.5, 32.9-10.0                                  |
| Present and Evaluate                                       |  | Students write about a                                    | STANDARDS                           |  |
| Students present as a group                                |  | paragraph that grabbed their                              | W.9-10.3.a-e; W.9-10.10             |  |
| and use checklist items to                                 |  | interest.   |                                     |  |
| evaluate.  |  |   |                                     |  |
| STANDARDS  |  | Share Your Independent                                    |                                     |  |
| STANDARDS  |  | Learning  |                                     |  |
| SL.9-10.4; SL.9-10.4.b; SL.9-<br>10.5                      |  | Students share what they                                  |                                     |  |
| 10.3   |  | learned from independent                                  |                                     |  |
|  |  | learning with a group and reflect on how it adds to their |                                     |  |
|  |  | understanding of American                                 |                                     |  |
|  |  | identity.   |                                     |  |
|  |  | idonity.  |                                     |  |
|  |  | Evidence Log  |                                     |  |

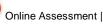












| myPerspectives ELL Support   |   | Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1  |   |  |
|--|---|---|---|--|
| iLit ELL Level E   |   | Accessible Leveled Texts for<br>Independent Learning<br>Selections (On Realize)   |   |  |
| Present a Narrative Essay Unit 2 Lesson 43: Work Time Unit 2 Lesson 44: Work Time  Retell Events to Clarify (examples) Unit 4 Lesson 27: Read Aloud, Think Aloud | Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group  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 | Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize (examples) Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group  Draw Conclusions (examples) Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time  iLibrary All texts | 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 | Present a Narrative Essay Unit 2 Lesson 43: Work Time Unit 2 Lesson 44: Work Time  Retell Events to Clarify (examples) Unit 4 Lesson 27: Read Aloud, Think Aloud |

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