

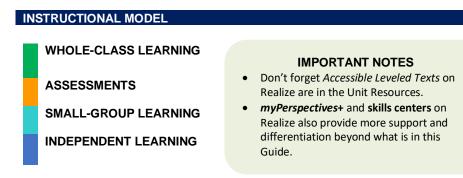


# **Grade 11 Unit Planning Guide**



# myPerspectives Unit Planning Guide

GRADE 11 | UNIT 1: Writing Freedom
ESSENTIAL QUESTION: What is the meaning of freedom?
PERFORMANCE BASED ASSESSMENT: Argument
NOTES:



#### **Unit 1 Overview**

In this unit, students will read about and discover how powerful words can alter people's lives and the words that shaped our nation.

#### **Unit Goals**

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about American freedoms.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Note differences in language style over time and in various contexts.
- Establish a writing "voice."
- Correctly use parallelism and verb tenses to convey meaning and enrich 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.

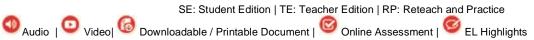
#### Selections & Media

#### Launch Text

Totally Free? (1140L)

#### Whole-Class Learning

Historical Perspectives: Focus Period 1750-1800: A New Nation



- Anchor Text, Foundational Document: Declaration of Independence, Thomas Jefferson (1390L)
- Anchor Text, Foundational Document: Preamble to the Constitution, Governor Morris (1930L)
- Anchor Text, Foundational Document: Bill of Rights, James Madison (1580L)
- Anchor Text, Speech: Speech in the Convention, Benjamin Franklin (1500L)
- Media, Image Gallery: The American Revolution: Visual Propaganda

#### Small-Group Learning

- Expository Nonfiction: from America's Constitution: A Biography, Akhil Reed Amar (1360L)
- Graphic Novel: from The United States Constitution: A Graphic Representation, Jonathan Hennessey and Aaron McConnell
- Autobiography: from The Interesting Narrative of the Life of Olaudah Equiano, Olaudah Equiano (1240L)
- Letter: Letter to John Adams, Abigail Adams (1230)
- Biography: from Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters, Diane Jacobs (1300)
- Speech: Gettysburg Address, Abraham Lincoln (1490)

# Independent Learning

- Essay: from Democracy is Not a Spectator Sport, Arthur Blaustein with Helen Matatov (1480L)
- Speech: Reflections on the Bicentennial of the United States Constitution, Thurgood Marshall (1330L)
- Poetry: Speech to the Young/Speech to the Progress-Toward, Gwendolyn Brooks (NP)
- Poetry: the Fish, Elizabeth Bishop (NP)
- Short Story: The Pedestrian, Ray Bradbury (1080L)
- Political Document: from the Iroquois Constitution, Dekanawidah, translated by Arthur C. Parker (1510)
- Argument: from Common Sense, Thomas Paine (1300L)

#### **Performance-Based Assessment**

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following topic:

What are the most effective tools for establishing and preserving freedom?

Part 2 – Speaking & Listening: Video Commentary

Students present a video commentary based on the final draft of their argument.

#### **Unit Reflection**

Students will reflect on the unit goals, learning strategies, the texts, and the powerful words that shaped a nation.









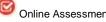


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION  Historical Decempatives	SELECTION Anchor Text	SELECTION Anchor Text
	whole-Class Learning	Historical Perspectives Focus Period: 1750-1800	Declaration of Independence	Declaration of Independence
		Focus Fellou. 1730-1600	Thomas Jefferson	Thomas Jefferson
			Thomas Jenerson	monias senerson
SE pp 2-9	SE pp 10-11	SE pp 12-15	SE pp 16-25	SE pp 26-29
Unit Goals	Essential Question	A NEW NATION	MAKING MEANING	LANGUAGE
Students will deepen their	What is the meaning of			DEVELOPMENT
perspective of American	freedom?	Voices of the Period	Concept Vocabulary	
Freedoms by reading, writing,		Students analyze word	unalienable; constrains;	Concept Vocabulary
speaking, listening, and	Whole-Class Learning	meaning and usage of the	tyranny; assent; acquiesce;	Students complete activities
presenting.	Strategies	period.	rectitude	related to the Concept
Unit Goals Video	<ul> <li>Listen actively</li> </ul>			Vocabulary words:
Unit Goals video	Clarify by asking	History of the Period	First Read	unalienable; constrains;
Academic Vocabulary	questions	Students read about causes	Students Notice, Annotate,	tyranny; assent; acquiesce;
confirm, demonstrate,	Monitor understanding	and effects of the American	Connect, Respond as they	rectitude
supplement, establish,	Interact and share ideas	Revolution and the	read the selection the first	
conviction		beginnings of the nation.	time.	Word Study: Latin Root:
CONVICTION	Whole-Class Learning		_	-rect-
0	Strategies	Literature Selections	First-Read Guide:	Students complete activities
Home Connection Letter		Students preview the	Nonfiction	related to the Latin Root –
Spanish Home	Table of Contents Preview	selections titles and compare	Tronmonon	rect
Connection Letter	Preview the selections in the	and contrast ways they	Read the Selection	Concept Vocabulary and
	unit and discuss how they	explore the idea of freedom.	ARCH TO THE PARTY OF THE PARTY	Word Study
Unit 1 Answer Key	relate to the EQ and unit		Selection Audio	
-	topic.		Declaration of	Word Study: Latin Root:
Launch Text			Independence: Accessible	-rect- (RP)
Students will read "Totally			Leveled Text	,,, ,,, ,
Free?" They will then be able			Lovoida Toxt	Word Network
to participate in discussions			Comprehension Check	Students add new words to
about freedom.			Students complete	their Word Network as they
			comprehension questions.	read texts in the unit.
Word Network				Conventions and Style:
Students add new words to			Declaration of	Changes in Syntax and
their Word Network as they			Independence: First Read	Usage
read texts in the unit.			Extension Questions	Students identify changes in
Word Network			December Clarify	syntax and usage.
			Research to Clarify Students research one	
Summary			unfamiliar detail from the text.	Conventions and Style:
Students write a summary of			umamiliar detail from the text.	Changes in Syntax and
the Launch Text.			Research to Explore	Usage
			Nescarcii to Explore	
Launch Activity				











Students participate in an activity related to the unit theme.

#### QuickWrite

Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?

# **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.11-12.6; PI.12; PIII

Students conduct research on the Declaration of Independence.

#### 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** Author's Purpose: Argumentation

Students will analyze a variety of persuasive appeals.

Analyze Craft and Structure: Author's Purpose: Argumentation

Analyze Craft and Structure: Author's Purpose: Argumentation (RP)

#### **STANDARDS**

RI.11-12.1; RL.11-12.8; RI.11-12.9; RI.11-12.10 Conventions and Style: Changes in Syntax and Usage (RP)

#### **EFFECTIVE EXPRESSION**

# Writing to Sources: Editorial

Students write an editorial for a local school newspaper.

Writing to Sources: Editorial

Writing to Sources: Editorial (RP)

# Speaking and Listening: Class Discussion

Students participate in a class discussion.

Speaking and Listening: Class Discussion

Speaking and Listening: Class Discussion (RP)

# **Evidence Log**

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

#### **SELECTION TEST**

Declaration of Independence

#### **STANDARDS**

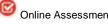
W. 11-12.1; SL.11-12.1.c; L.11-12.1.a; L.11-12.1.b; L.11-12.3.a; L.11-12.4.b; L.11-12.4.c











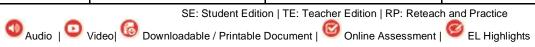


myPerspectives Unit Planning Guide   Grade 11				
Audio Summary  Personalize for Learning English Language Support: Cognates (TE p 5)  Personalize for Learning English Language Support: Vocabulary for QuickWrite (TE p 9)		Personalize for Learning English Language Support: Unfamiliar Words/ Figurative Language (TE p 13)	Audio Summary Declaration of Independence: Accessible Leveled Text Analyze Craft and Structure: Author's Purpose: Argumentation (RP) (TE p 25)  Personalize for Learning English Language Support: Unfamiliar Words (TE p 19)  Personalize for Learning English Language Support: Antiquated Language (TE p 21)  Personalize for Learning English Language Support: Identifying Persuasion in an Argument (TE p 25)  English Language Support Lesson: Persuasive Techniques(On Realize)	Word Study: Latin Root: -rect- (RP) (TE p 26) Conventions: Changes in Syntax and Usage (RP) (TE p 27) Writing to Sources: Editorial (RP) (TE p 28) Speaking and Listening: Class Discussion (RP)  Personalize for Learning English Language Support: Antiquated Language (TE p 27)  Personalize for Learning English Language Support: Choral Reading (TE p 29)









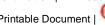


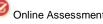
Summarize (examples) Unit 2 Lesson 41: Whole Group Unit 1 Lesson 2: Classroom Conversation (examples) Unit 2 Lesson 43: Whole Group Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 42: Classroom Conversation (examples) Unit 6 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 42: Classroom Conversation Unit 6 Lesson 42: Classroom Unit 6 Lesson 42: Whole Group Unit 6 Lesson 20: Work Time Unit 6 Lesson 20: Work Time Unit 6 Lesson 20: Work Time Unit 6 Lesson 42: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation Unit 6 Lesson 42: Whole Group Unit 6 Lesson 42: Classroom Conversation Unit 6 Lesson 43: Whole Group Unit 6 Lesson 42: Classroom Conversation Unit 6 Lesson 43: Whole Group Unit 6 Lesson 43: Whole Gr	iLit ELL Level F				
	Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 42: Read	Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 6 Lesson 42: Classroom	The Fight for Freedom 1750-1783 Thomas Jefferson Paul Revere Benjamin Franklin  Main Idea and Details Unit 2 Lesson 41: Whole Group  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole	The Declaration of Independence of the United States Thomas Jefferson Thomas Jefferson: The Father of Democracy  Recognize Author's Purpose Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time  Identify Logical and Emotional Appeals Unit 4 Lesson 18: Whole Group  Analyze an Argument Unit 6 Lesson 40: Whole	The Declaration of Independence of the United States Thomas Jefferson Thomas Jefferson: The Father of Democracy  Collaborative Conversation Routine Unit 1 Lesson 2: Whole Group  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom

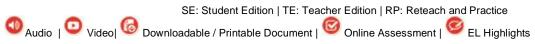












DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
Preamble to the Constitution	Preamble to the Constitution	Preamble to the Constitution	Speech in the Convention	Speech in the Convention
Gouverneur Morris	Gouverneur Morris	Gouverneur Morris	Benjamin Franklin	Benjamin Franklin
Bill of Rights	Bill of Rights	Bill of Rights		
James Madison	James Madison	James Madison		
SE pp 30-35	SE pp 36-37	SE pp 38-39	SE pp 40-47	SE pp 48-49
MAKING MEANING	LANGUAGE	EFFECTIVE EXPRESSION	MAKING MEANING	LANGUAGE
	DEVELOPMENT			DEVELOPMENT
Concept Vocabulary		Writing to Sources:	Concept Vocabulary	
exercise; abridging; petition;	Concept Vocabulary	Extended Definition	infallibility; despotism;	Concept Vocabulary
redress; infringed; prescribed	Students complete activities	Students write an extended	corrupted; prejudices;	Students complete activities
	related to the Concept	definition of a key word or	salutary; integrity	related to the Concept
First Read	Vocabulary words:	concept presented in that		Vocabulary words:
Students Notice, Annotate,	exercise; abridging; petition;	amendment.	First Read	infallibility; despotism;
Connect, Respond as they	redress; infringed; prescribed	Writing to Sources:	Students Notice, Annotate,	corrupted; prejudices;
read the selection the first		Extended Definition	Connect, Respond as they	salutary; integrity
time.	Word Study:	1 <b>3</b>	read the selection the first	
_	Multiple-Meaning Words	Writing to Sources:	time.	Word Study: Latin Suffix:
First-Read Guide:	Concept Vocabulary and	Extended Definition (RP)	_	-ity
Nonfiction	Word Study		First-Read Guide:	Concept Vocabulary and
Normodon		Speaking and Listening:	Nonfiction	Word Study
Read the Selection	Word Study: Multiple-	Speech	TVOTITICATOR	
	Meaning Words (RP)	Students write and deliver a	Read the Selection	Word Study: Latin Suffix:
Selection Audio		speech about the Bill of		-ity (RP)
Preamble to the	Word Network	Rights.	Selection Audio	
Constitution/Bill of Rights:	Students add new words to	Speaking and Listening:	Speech in the	Word Network
Accessible Leveled Text	their Word Network as they	Speech	Convention: Accessible	Students add new words to
7 tooodolbio Edvolod Toxt	read texts in the unit.		Leveled Text	their Word Network as they
Comprehension Check	Commentions and Otales	Speaking and Listening:	Lovoica Text	read texts in the unit.
Students complete	Conventions and Style:	Speech (RP)	Comprehension Check	
comprehension questions.	Punctuation for		Students complete	Conventions and Style:
	Enumeration	Evidence Log	comprehension questions.	Syntax and Rhetoric
Preamble to the	Students identify examples of	Students add notes and		Students identify examples of
Constitution/Bill of Rights:	parallel structure.	evidence that will be used to	Speech in the	parallel and nonparallel
First Read Extension	Conventions and Style:	inform the Performance-	Convention: First Read	structure.
Questions	Punctuation for Enumeration	Based Assessment.	Extension Questions	Conventions and Style:
				Syntax and Rhetoric





# 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.



#### Analyze the Text

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

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

Students will analyze the structure of the readings.

Analyze Craft and Structure: Structure

Analyze Craft and Structure: Structure (RP)

# **STANDARDS**

RI.11-12.5; RI.11-12.5.a; RI.11-12.9; RI.11-12.10

Conventions and Style: Punctuation for Enumeration (RP)

### **STANDARDS**

L.11-12.a; L.11-12.4; L.11-12.4.c

#### SELECTION TEST

Preamble to the Constitution/The Bill of Rights

# **STANDARDS**

W.11-12.2.b; SL.11-12.4

# Research to Clarify

Students research one unfamiliar detail from the text.

#### 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.

# Analyze Craft & Structure Author's Purpose: Rhetoric

Students will analyze rhetorical devices in the speech.

Analyze Craft and Structure: Author's Purpose: Rhetoric

Analyze Craft and Structure: Author's Purpose: Rhetoric (RP)

#### **STANDARDS**

RI.11-12.1; RI.11-12.6; RI.11-12.10

Conventions and Style: Syntax and Rhetoric (RP)

#### **STANDARDS**

L.11-12.2; L.11-12.3.a; L.11-12.4.c















# myPerspectives ELL Support

Audio Summary

Preamble to the Constitution/Bill of Rights: Accessible Leveled Text

Analyze Craft and Structure: Structure (RP) (TE p 35)

Personalize for Learning English Language Support: Unfamiliar words and Expressions (TE p 30)

Personalize for Learning **English Language Support:** Choral Reading (TE p 31)

Personalize for Learning English Language Support: Antiquated Language (TE p 34)

Word Study: Multiple-Meaning Words (RP) (TE p 36)

Conventions and Style: Punctuation for Enumeration (RP) (TE p 37)

Personalize for Learning English Language Support: Understanding Multiple-Meaning Words (TE p 36)

English Language Support Lesson: Multiple-Meaning Words (On Realize) Writing to Sources: Extended Definition (RP) (TE p 38)

Speaking and Listening: Speech (RP) (TE p 39)

Personalize for Learning English Language Support: Writing and Delivering a Speech (TE p 39)

Audio Summary

Speech in the Convention: Accessible Leveled Text

Analyze Craft and Structure: Rhetoric (RP) (TE p 47)

Personalize for Learning English Language Support: Unfamiliar Words (TE p 41)

Personalize for Learning English Language Support: Paraphrasing for Comprehension (TE p 43)

Personalize for Learning English Language Support: Rhetorical Devices (TE p 47)

English Language Support Lesson: Persuasive Devices (On Realize)

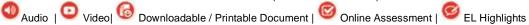
Word Study: Latin Suffix: itv (RP) (TE p 48)

Conventions and Style: Syntax and Rhetoric (RP) (TE p 49)











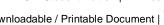


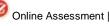
iLit ELL Level F	iLit ELL Level F				
iLit Library	iLit Library	iLit Library	iLit Library	iLit Library	
The People Who Gave Us the	The People Who Gave Us the	The People Who Gave Us the	The People Who Gave Us the	The People Who Gave Us the	
U.S. Constitution	U.S. Constitution	U.S. Constitution	U.S. Constitution	U.S. Constitution	
James Madison First	James Madison First	James Madison First	Benjamin Franklin	Benjamin Franklin	
Inaugural Address	Inaugural Address	Inaugural Address	The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	
James Madison Second	James Madison Second	James Madison Second	-	-	
Inaugural Address	Inaugural Address	Inaugural Address	Identify Logical and	Suffixes (Examples)	
The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	Emotional Appeals	Unit 2 Lesson 4: Vocabulary	
			Unit 4 Lesson 18: Whole	Unit 4 Lesson 2: Vocabulary;	
Determine Text Structure	Multiple Meanings	Present Explanatory Essay	Group	Work Time	
Unit 2 Lesson 40: Whole	Unit 2 Lesson 2: Vocabulary	Unit 2 Lesson 39-40: Work	Unit 4 Lesson 20: Work Time	Unit 4 Lesson 43: Vocabulary	
Group	Unit 6 Lesson 37: Vocabulary	Time		Unit 6 Lesson 29: Vocabulary	
Unit 2 Lesson 42: Work Time	Unit 7 Lesson 3: Vocabulary		Analyze an Argument		
			Unit 6 Lesson 40: Whole		
Make Connections Between			Group		
Ideas					
Unit 4 Lesson 14: Whole			Identify Claims and		
Group			Counterclaims		
			Unit 4 Lesson 33: Whole		
			Group		









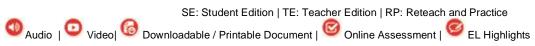


DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Speech in the Convention Benjamin Franklin  SE pp 50-51  EFFECTIVE EXPRESSION  Writing to Sources: Evaluation Students write an evaluation of the speech.  Writing to Sources: Evaluation Writing to Sources: Evaluation Writing to Sources: Evaluation (RP)  Speaking and Listening: Video Recording Students make a video recording of a dramatic delivery of Franklin's speech.  Speaking and Listening: Video Recording Video Recording Speaking and Listening: Video Recording Video Recording RP	SELECTION The American Revolution: Visual Propaganda  SE pp 52-57  MAKING MEANING  Media Vocabulary propaganda; appeal; symbolism  First Review Students Look, Note, Connect, Respond as they review the media the first time.  First-Review Guide: Media: Art and Photography  Read the Selection Selection Audio The American Revolution: Visual Propaganda  Comprehension Check Students complete	SELECTION The American Revolution: Visual Propaganda  SE pp 58-59  EFFECTIVE EXPRESSION  Speaking and Listening: Political Infomercial Students develop a political infomercial for an imaginary politician.  Speaking and Listening: Multimedia Presentation  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RI.11-12.5.a; RI.11-12.7; SL.11-12.5	PERFORMANCE TASK: WRITING FOCUS Write an Argument  SE pp 60-64 PERFORMANCE TASK Write an Argumentative Essay Students write an argument taking a position on the Preamble or the Declaration of Independence.  PreWriting/Planning Students break down the prompt, gather evidence, and connect across texts.  Drafting Students organize and write a first draft.  STANDARDS W.11-12.1.a-f; W.11-12.8; W.11-12.10	PERFORMANCE TASK: WRITING FOCUS Write an Argument  SE pp 65-67  LANGUAGE DEVELOPMENT: CONVENTIONS  Create Cohesion: Tense Sequence Students use logic to sequence verbs to improve writing.  PERFORMANCE TASK  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 argumentative
Speaking and Listening: Video Recording (RP)  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  SELECTION TEST Selection Test: Speech in the Convention  STANDARDS	Comprehension Check	<b>GETT 12.0</b>	W.11-12.10	Students create a final







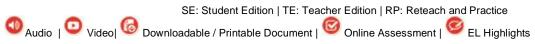






W.11-12.1; W.11-12.1.f;				
SL.11-12.3; SL.11-12.5				
myPerspectives ELL Support				
Writing to Sources: Evaluation (RP) (TE p 50) Speaking and Listening: Video Recording (RP) (TE p 51)  Personalize for Learning English Language Support: Fact and Opinion (TE p 50)	Audio Summary The American Revolution: Visual Propaganda  Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 52)  Personalize for Learning English Language Support: Background (TE p 55)			
iLit ELL Level F	(1E p 93)			
iLit Library The People Who Gave Us the U.S. Constitution Benjamin Franklin The U.S. Emerges 1783-1800  Present Explanatory Essay Unit 2 Lesson 39-40: Work Time	iLit Library Two Kinds of Patriots Alexander Hamilton George Washington John Adams Inaugural Address  Multiple Meanings Unit 2 Lesson 2: Vocabulary Unit 6 Lesson 37: Vocabulary Unit 7 Lesson 3: Vocabulary	iLit Library Two Kinds of Patriots Alexander Hamilton George Washington John Adams Inaugural Address	Write an Argumentative Paragraph/Essay Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time  Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)	Write an Argumentative Paragraph/Essay Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time  Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)









DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	from America's Constitution:	from The United States	from The United States	from The Interesting Narrative
, 3	A Biography	Constitution: A Graphic	Constitution: A Graphic	of the Life of Olaudah
	Akhil Reed Amar	Adaptation	Adaptation	Equiano
	7 1	Jonathan Hennessey	Jonathan Hennessey	Olaudah Equiano
			Condition Floring	O ladada
SE pp 68-71	SE pp 72-81	SE pp 82-88	SE pp 89-91	SE pp 92-99
Essential Question	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING
What is the meaning of	WAKING WEANING	WAKING WEANING	WAKING WEANING	WAKING WEANING
freedom?	Concept Vocabulary	Media Vocabulary	Close Review	Concept Vocabulary
meedom?	conclave; eminent; populist	layout; speech balloon;	Students will review the	loathsome; wretched;
Small Grave Lagreine	conciave, eminent, populist			
Small-Group Learning	E B I	caption	graphic representation and	dejected
Strategies	First Read		record any new observations.	
<ul> <li>Prepare</li> </ul>	Students Notice, Annotate,	First Review	A	First Read
<ul> <li>Participate Fully</li> </ul>	Connect, Respond as they	Students Look, Note,	Analyze the Media	Students Notice, Annotate,
Support Others	read the selection the first	Connect, Respond as they	Students will respond to	Connect, Respond as they
Clarify	time.	review the media the first	questions about the text,	read the selection the first
	_	time.	citing textual evidence.	time.
Small-Group Learning	First-Read Guide:		Analyze the Media	First-Read Guide:
Strategies	Nonfiction	First-Review Guide:	Analyze the Media	Nonfiction
	Nonliction	Media: Art and Photography	LANGUAGE	Nonliction
Table of Contents Preview	Dood the Colortion	Media: Art and Photography		Bood the Colootion
Preview the selections in the	Read the Selection	Dood the Colortion	DEVELOPMENT	Read the Selection
unit and discuss how they	Selection Audio	Read the Selection	Mar Par Variation	Selection Audio
relate to the EQ and unit	(a)	Selection Audio	Media Vocabulary	
topic.	from America's		Students complete activities	from The Interesting
topio.	Constitution: A Biography:	from The United States	related to the Vocabulary	Narrative of the Life of
Working as a Team	Accessible Leveled Text	Constitution: A Graphic	words: layout; speech	Olaudah Equiano: Accessible
Take a position		Adaptation	balloon; caption	Leveled Text
	Comprehension Check		Media Vocabulary	
List your rules	Students complete	Comprehension Check	Wiedia Vocabulary	Comprehension Check
Apply the rules	comprehension questions.	Students complete	EFFECTIVE EXPRESSION	Students complete
Name your group	, , , , , , , , , , , , , , , , , , , ,	comprehension questions.	EFFECTIVE EXPRESSION	comprehension questions.
Create a communication	<b>a</b>	1 1	Writing to Compare	, , , , , , , , , , , , , , , , , , , ,
plan	from America's	Research to Clarify	Writing to Compare:	<b>@</b>
	Constitution: A Biography:	Students research one	Informative Essay	from The Interesting
Making a Schedule	First Read Extension	unfamiliar detail from the text.	Students write an informative	Narrative of the Life of
Students make a schedule	Questions		essay about the historical	Olaudah Equiano: First Read
with group for completing		Research to Explore	documents in the reading.	Extension Questions
tasks.	Research to Explore	Students research an	Writing to Compare:	
	Students research an	interesting topic from the	Informative Essay	Research to Clarify
Working on Group Projects	interesting topic.	graphic adaptation.	Informative Essay	Students research one
Students choose specific	]	grapino adaptation.	Evidence Log	unfamiliar detail from the text.
roles for each member.	Close Read the Text	STANDARDS	Students add notes and	
		RI.11-12.10; L.11-12.6	evidence that will be used to	Research to Explore
	l	131.11-12.10, L.11-12.0	evidence that will be used to	<u>'</u>







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: conclave; eminent; populist

### Word Study: Latin Suffix: -ist

Concept Vocabulary and Word Study

Word Study: Latin Suffix: -ist (RP)

#### Word Network

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

# **Analyze Craft & Structure** Author's choices: Rhetoric

Students will identify and clarify analogies.

Malyze Craft and Structure: Rhetoric

Mnalyze Craft and Structure: Rhetoric (RP) inform the Performance-Based Assessment.

Selection Test: from The United States Constitution: A Graphic Adaptation

#### **STANDARDS**

RI.11-12.3; RI.11-12.5; RI.11-12.7; W.11-12.2; W.11-12.9.b

Students research the author, the era, or the topic

#### 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.

# LANGUAGE DEVELOPMENT

# **Concept Vocabulary**

Students complete activities related to the Concept Vocabulary words: loathsome; wretched; dejected

# Word Study: Latin Root: -iect-

Concept Vocabulary and Word Study

Word Study: Latin Root: -ject-

#### **Word Network**

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

**Analyze Craft & Structure Literary Nonfiction: Persuasive Purpose** Students will analyze

elements of persuasive text.





Author's Style: Historical **Narrative as Argument** Students identify examples of the author's use of historical details.

Author's Style: Historical Narrative as Argument

Author's Style: Historical Narrative as Argument (RP)

# **Evidence Log**

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

America's Constitution: A Biography

#### **STANDARDS**

RI.11-12.3; RI.11-12.5; RI.11-12.6; RI.11-12.10; L.11-12.4.a; L.11-12.4.c

Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose

Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose (RP)

#### **STANDARDS**

RI.11-12.6; RI.11-12.10; L.11-12.4; L.11-12.4.c









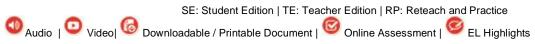


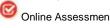


myPerspectives ELL Support		
Audio Summary  from America's Constitution: A Biograph Accessible Leveled Tex  Word Study: Latin S -ist (RP) (TE p 79)  Analyze Craft and Structure: Rhetoric (RP) (TE p 80)  Author's Style: Histo Narrative as Argument (TE p 81)  Personalize for Learning English Language Supp Understanding the Latir Suffix -ist (TE p 78)  English Language Support Lesson: Latin S ist (On Realize)	Adaptation: Accessible Leveled Text  Personalize for Learning English Language Support: Significant Symbols (TE p 83)  Personalize for Learning English Language Support: Analyze the Panels (TE p 87)  g port:	Audio Summary  from The Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text  Word Study: Latin Suffix: -ject- (RP) (TE p 98)  Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose (RP) (TE p 99)







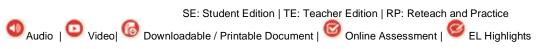




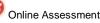
iLit ELL Level F	iLit ELL Level F				
Rules for Conversation	iLit Library	iLit Library	iLit Library	iLit Library	
Routines	The People Who Gave Us the	The People Who Gave Us the	The People Who Gave Us the	Before the Civil War	
Unit 1 Lesson 2: Classroom	U.S. Constitution	U.S. Constitution	U.S. Constitution	Runaway	
Conversation	James Madison First	James Madison First	James Madison First	Harriet Tubman	
	Inaugural Address	Inaugural Address	Inaugural Address	Incidents in the Life of a Slave	
Classroom	James Madison Second	James Madison Second	James Madison Second	Girl	
Conversation (examples)	Inaugural Address	Inaugural Address	Inaugural Address		
Unit 4 Lesson 2: Classroom	The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	Suffixes (Examples)	
Conversation				Unit 2 Lesson 4: Vocabulary	
Unit 6 Lesson 42: Classroom	Suffixes (Examples)		Explanatory Essay	Unit 4 Lesson 2: Vocabulary;	
Conversation	Unit 2 Lesson 4: Vocabulary		Unit 2 Lessons 30-31, 35-36:	Work Time	
	Unit 4 Lesson 2: Vocabulary;		Whole Group		
	Work Time		Unit 2 Lessons 34-35, 38-40:		
	Unit 4 Lesson 43: Vocabulary		Work Time		
	Analyze an Argument		Assignments		
	Unit 6 Lesson 40: Whole		Unit 2 Lessons 31–35: Write		
	Group		an Explanatory Essay		





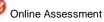






DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from The Interesting Narrative	Letter to John Adams	Letter to John Adams	Letter to John Adams	Gettysburg Address
of the Life of Olaudah	Abigail Adams	Abigail Adams	Abigail Adams	Abraham Lincoln
Equiano				
Olaudah Equiano	From Dear Abigail: The	From Dear Abigail: The	From Dear Abigail: The	
	intimate Lives and	intimate Lives and	intimate Lives and	
	Revolutionary Ideas of Abigail	Revolutionary Ideas of Abigail	Revolutionary Ideas of Abigail	
	Adams and Her Two	Adams and Her Two	Adams and Her Two	
	Remarkable Sisters	Remarkable Sisters	Remarkable Sisters	
	Diane Jacobs	Diane Jacobs	Diane Jacobs	
SE pp 100-101	SE pp 102-113	SE pp 114-115	SE pp 116-117	SE pp 118-125
LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
DEVELOPMENT	Camanant Wasahadama	Olaca Baad tha Taut	DEVELOPMENT	Composit Manakatama
Conventions and Style:	Concept Vocabulary	Close Read the Text	Authorio Ctulo, Voice	Concept Vocabulary
Conventions and Style: Eighteenth-Century	vassals; foment; dissented	Students will review the Close Read Model and complete the	Author's Style: Voice Students find examples of	dedicated; consecrate; hallow
Narrative Style	First Read	close read sections in the	types of diction, syntax, and	First Read
Students identify examples of	Students Notice, Annotate,	selection.	tone in the passages.	Students Notice, Annotate,
eighteenth-century usage.	Connect, Respond as they		·	Connect, Respond as they
	read the selection the first	Close Read the Text	Author's Style: Voice	read the selection the first
Conventione and Ctyle.	time.	Analysis the Tout	Author's Style: Voice (RP)	time.
Eighteenth-Century Narrative Style	First-Read Guide:	Analyze the Text Students will respond to		First-Read Guide:
	Nonfiction	questions about the text,	EFFECTIVE EXPRESSION	Nonfiction
Conventions and Style:	Normetion	citing textual evidence.	Speaking and Listening:	Normetion
Eighteenth-Century Narrative	Read the Selection		Oral Presentation	Read the Selection
Style (RP)		Analyze the Text	Students create and deliver	
FFFOTIVE EVENESSION	Selection Audio		an oral presentation based on	Selection Addio
EFFECTIVE EXPRESSION	Letter to John Adams/	LANGUAGE DEVELOPMENT	the selections.	Gettysburg Address:
Writing to Sources:	From Dear Abigail: The	DEVELOPMENT	Speaking and Listening:	Accessible Leveled Text
Argument	intimate Lives and	Concept Vocabulary	Oral Presentation	
Students write an argument	Revolutionary Ideas of Abigail	Students complete activities	Speaking and Listening:	Comprehension Check
related to the abolitionist	Adams and Her Two	related to the Concept	Oral Presentation (RP)	Students complete
cause.	Remarkable Sister:	Vocabulary words:	Ciai i resentation (IXI )	comprehension questions.
(A) Maritim or to Commons	Accessible Leveled Text	vassals; foment; dissented	Evidence Log	•
Writing to Sources:	Comprehension Check		Students add notes and	Gettysburg Address: First
Argument	Comprehension Check Students complete	Word Study: Word Families	evidence that will be used to	Read Extension Questions
Writing to Sources:	comprehension questions.	Concept Vocabulary and	inform the Performance-	
Argument (RP)	comprehension questions.	Word Study	Based Assessment.	Research to Clarify
l <b>_</b>	<b>@</b>			Students research one
Evidence Log	Letter to John Adams/	Word Study: Word	Selection Test: Letter	unfamiliar detail from the text.
Students add notes and	From Dear Abigail: The	Families (RP)	to John Adams/Dear Abigail	December 5
evidence that will be used to	intimate Lives and			Research to Explore
	SE: Student Edition	on   TE: Teacher Edition   RP: Reteac	h and Practice	
Maria I 💽	Videal Printable	Document   Online Assessment	© El Highlighte	Doco 40 of 424
Addio	video  Downloadable / Filliable	Document   — Online Assessment	LE migningrits	Page <b>19</b> of <b>131</b>





inform the Performance-Based Assessment.

Selection Test: from The Interesting Narrative of the Life of Olaudah Equiano

#### **STANDARDS**

W.11-12.1.f; L.11-12.1; L.11-12.1.a

Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: First Read Extension Questions

# Research to Clarify

Students research one unfamiliar detail from the text.

#### **STANDARDS**

RL.11-12.10; L.11-12.4.a

# Word Network

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

# **Analyze Craft & Structure Primary and Secondary** Sources

Students will analyze how the author uses primary sources to add interest, clarity, and legitimacy to the points being made.

Analyze Craft and Structure: Primary and Secondary Sources

Analyze Craft and Structure: Primary and Secondary Sources (RP)

#### STANDARDS

RI.11-12.9: L.11-12.4.b

# STANDARDS

RI.11-12.6; SL.11-12.4

Students ask on question about the battle and do research.

#### 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: dedicated; consecrate; hallow

# Word Study: **Denotation and Connotation**

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.

**Analyze Craft & Structure Author's Choice: Diction** Students will analyze the powerful impact of Lincoln's diction in the speech













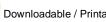


		Analyze Craft and Structure: Author's Choice: Diction Analyze Craft and Structure: Author's Choice: Diction (RP)  LANGUAGE DEVELOPMENT
		Author's Style: Rhetorical Devices: Antithesis Students analyze examples of formal antithesis.  Author's Style: Rhetorical Devices: Antithesis  Author's Style: Rhetorical Devices: Antithesis (RP)
		EFFECTIVE EXPRESSION Research: Report Students write a report that focuses on an aspect of Lincoln's speech. Research: Report Research: Report (RP)  Evidence Log
		Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Selection Test: Gettysburg Address













myPerspectives ELL Support Conventions and Style: Eighteenth-Century Narrative Style (RP) (TE p 100) English Language Support Lesson: Eighteenth-Century Narrative Style (On Realize) Writing to Sources:	Audio Summary Letter to John Adams/ From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: Accessible Leveled Text  Personalize for Learning English Language Support:	Word Study: Word Families (RP) (TE p 114) Analyze Craft and Structure: Primary and Secondary Sources (RP) (TE p 115)	Author's Style: Voice (RP) (TE p 116) Speaking and Listening: Oral Presentation (RP) (TE p 117) Personalize for Learning English Language Support: Oral Presentation (TE p 117)	RI.11-12.6; RI.11-12.9; RI.11- 12.10; W.11-12.2; W.11-12.7; SL.11-12.3; L.11-12.4; L.11- 12.4.d; L.11-12.5.b  Audio Summary  Gettysburg Address: Accessible Leveled Text  Word Study: Denotation and Connotation (RP) (TE p 122)  Analyze Craft and Structure: Author's Choices: Diction (RP)
Writing to Sources: Argument (RP) (TE p 101)  Personalize for Learning English Language Support: Summaries (TE p 101)	English Language Support: Unpacking a Complex Sentence (TE p 107)  Personalize for Learning English Language Support: Nominalization (TE p 110)  Personalize for Learning English Language Support: Multiple Meanings (TE p 112)		English Language Support Lesson: Oral Presentation (On Realize)	(TE p 123)  Author's Style: Rhetorical Devices: Antithesis (RP) (TE p 124)  Research: Report (RP) (TE p 125)  Personalize for Learning English Language Support: Understanding Antithesis (TE p 124)  English Language Support Lesson: Antithesis (On Realize)



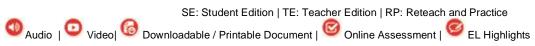


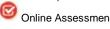
iLit ELL Level F				
iLit Library	iLit Library	iLit Library	iLit Library	iLit Library
Before the Civil War	Abigail Adams	Abigail Adams	Abigail Adams	The Civil War
Runaway	John Adams Inaugural	John Adams Inaugural	John Adams Inaugural	Abraham Lincoln
Harriet Tubman	Address	Address	Address	The Gettysburg Address
Incidents in the Life of a Slave Girl	The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	The U.S. Emerges 1783-1800	Lincoln
	Multiple Meanings	Research Strategy: Ask	Present Explanatory Essay	Connotations (Examples)
Argumentative Writing	Unit 2 Lesson 2: Vocabulary	Questions	Unit 2 Lesson 39-40: Work	Unit 2 Lesson 12: Vocabulary
Unit 4 Lesson 31: Whole Group	Unit 6 Lesson 37: Vocabulary	Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up	Time	Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary
Unit 4 Lessons 33-34, 37-42:	Vary Sentence Structure			·
Work Time	Unit 2 Lesson 33: Whole	Word Families (Examples)		Research, Plan & Create a
	Group	Unit 4 Lesson 29: Vocabulary		Presentation
	·	Unit 6 Lesson 42: Vocabulary		Unit 5 Lesson 1-10: Whole Group; Work Time













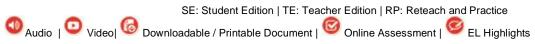
DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE pp 126-127	SE pp 128-129	SE pp 130-132	SE pp 133-135	SE pp 136-137
Present an Argument As a group, students present a panel discussion asking if narratives provide strong evidence to support arguments about American freedom.  Plan with Your Group Students analyze the text, make a generalization, gather evidence, and organize the discussion.  Rehearse with Your Group Students practice the presentation, fine-tune the content, and brush up on presentation technique.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.11-12.1.b; SL.11-12.4	Essential Question What is the meaning of 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 freedom.  Evidence Log	Review Evidence for an 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 asking what are the most effective tools for establishing and preserving freedom.  Argument Rubric Students use the rubric to guide their revisions.  STANDARDS W.11-12.1.a-f; W.11-12.10	PERFORMANCE-BASED ASSESSMENT  Speaking and Listening: Video Commentary Students will use their essay as the foundation for a video commentary.  Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.  Reflect on the Unit Unit Test

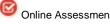












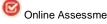


		Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
Personalize for Learning English Language Support: Panel Discussions (TE p 127)		Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 131)  Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support (TE p 135)	
iLit ELL Level F				
Present an Argumentative Essay Unit 4 Lesson 42: Work Time	Take Notes Unit 1 Lesson 4: Work Time  Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud  Make Inferences and Predictions Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time  iLibrary All texts	Write an Argumentative Paragraph/Essay Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time  Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)	Present an Argumentative Essay Unit 4 Lesson 42: Work Time  Presentation Practice Unit 6 Lesson 35: Work Time Unit 6 Lesson 36: Work Time  Organizing and Planning a Presentation Unit 5 Lesson 8: Work Time  Presentations and Projects Unit 1 Lesson 4: Work Time  Make and Listen to a Presentation Unit 2 Lesson 38: Whole Group; Work Time









GRADE 11 | UNIT 2: The Individual and Society ESSENTIAL QUESTION: What role does individualism play in American Society? PERFORMANCE BASED ASSESSMENT: Personal **Narrative** NOTES:

# **INSTRUCTIONAL MODEL** WHOLE-CLASS LEARNING **ASSESSMENTS SMALL-GROUP LEARNING** INDEPENDENT LEARNING

#### **IMPORTANT NOTES**

- Don't forget Accessible Leveled Texts on Realize are in the Unit Resources.
- myPerspectives+ and 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 and discuss fitting in and being an individual in a society.

#### **Unit Goals**

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about individualism.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding diction and sentence variety.
- Correctly use concrete, abstract, and compound nouns.
- 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

• from Up From Slavery, Booker T. Washington (1090L)

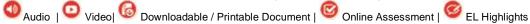
#### Whole-Class Learning

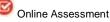
- Historical Perspectives: Focus Period 1800-1870: An American Identity
- Anchor Text, Essay/Poetry: The Writing of Walt Whitman, Walt Whitman (1900L)
- Anchor Text, Poetry Collection: The Poetry of Emily Dickinson, Emily Dickinson (NP)
- Media, Radio Broadcast: from Emily Dickinson from Great Lives, BBC Radio 4













# Small-Group Learning

- Philosophical Writing: from Nature, Ralph Waldo Emerson (960L)
- Philosophical Writing: from Self-Reliance, Ralph Waldo Emerson (980L)
- Philosophical Writing: from Walden, Henry David Thoreau (1200L)
- Philosophical Writing: from Civil Disobedience, Henry David Thoreau (980L)
- Media, Public Documents: Innovators and Their Inventions,
- Poetry: The Love Song of J. Alfred Prufrock, T.S. Elliot (NP)
- Short Story: A Wagner Matinee, Willa Cather (1410)

# Independent Learning

- News Article: Sweet Land of Conformity?, Claude Fischer (1310L)
- Literary Criticism: Reckless Genius, Galway Kinnell (1400L)
- Short Story: Hamadi, Naomi Shihab Nye (790L)
- Short Story: Young Goodman Brown, Nathaniel Hawthorne (1210L)

#### **Performance-Based Assessment**

Part 1 – Writing to Sources: Personal Narrative

Students will write personal narrative answering the following question:

What significant incident helped me realize that I am a unique individual?

Part 2 – Speaking & Listening: Storytelling Session

Students will use their personal narratives as the basis for an oral storytelling session.

#### **Unit Reflection**

Students will reflect on the unit goals, learning strategies, the texts, and how we fit into a society as individuals.











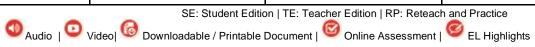


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Historical Perspectives Focus Period: 1800-1870	SELECTION Anchor Text The Writing of Walt Whitman Walt Whitman	SELECTION Anchor Text The Writing of Walt Whitman Walt Whitman
SE pp 138-145	SE pp 146-147	SE pp 148-151	SE pp 152-159	SE pp 160-165
Unit Goals Students will deepen their perspective of individualism in American society by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary significant; incident; unique; sequence; impact  Home Connection Letter  Spanish Home Connection Letter  Unit 2 Answer Key  Launch Text Students will read "from Up From Slavery". They will then be able to participate in discussions about the individual and society.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.	Essential Question What role does individualism play in American society?  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.	Voices of the Period Students analyze what alternative ideology may exist that would be in conflict with individualism.  History of the Period Students discuss growth in the United States and the influence of individualism.  Literature Selections Students compare and contrast the genres of poetry and persuasive essay.	Concept Vocabulary ampler; teeming; vast; breadth; prolific; multitudes  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction/Poetry  Read the Selection Selection Audio The Writing of Walt Whitman: Accessible Leveled Text  STANDARDS RI.11-12.10; RL.11-12.10	Read the Selection Selection Audio The Writing of Walt Whitman: Accessible Leveled Text  Comprehension Check Students complete comprehension questions. The Writing of Walt Whitman: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students research to find out why Whitman was regarded as a revolutionary.  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.









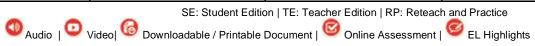


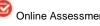


Launch Activity Students participate in an activity related to the unit theme.  QuickWrite Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions?  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Evidence Log Performance-Based Assessment: Refining Your Thinking			Analyze Craft and Structure: Poetic Structures Students will examine examples of Absurdist literature.  Analyze Craft and Structure: Poetic Structures Analyze Craft and Structure: Poetic Structures (RP)  STANDARDS RL11-12.1; RL.11-12.5; RL.11-12.9; RL.11-12.10; RL.11-12.10
STANDARDS L.11-12.6			
myPerspectives ELL Support			
Audio Summary  Personalize for Learning English Language Support: Cognates (TE p 141)  Personalize for Learning English Language Support: Active Listening (TE p 144)	Personalize for Learning English Language Support (TE p 149)  Personalize for Learning English Language Support (TE p 151)	Audio Summary The Writing of Walt Whitman: Accessible Leveled Text  Personalize for Learning English Language Support: Comprehension (TE p 158)	Audio Summary The Writing of Walt Whitman: Accessible Leveled Text Analyze Craft and Structure: Poetic Structures (RP) (TE p. 165)  Personalize for Learning English Language Support: Unusual Spelling, Punctuation, and Capitalization (TE p 162)











				Personalize for Learning English Language Support: Main Idea (TE p 164)  English Language Support Lesson: Poetic Structures (On Realize)
iLit ELL Level F				
Summarize (examples) Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 6 Lesson 42: Read Aloud, Think Aloud	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Main Idea and Details Unit 2 Lesson 41: Whole Group  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time	iLit Library (selections by Whitman) A Twilight Song Faces For Him I Sing Memories of President Lincoln Old War-Dreams Introduce: Understand Poetry Unit 7 Lesson 1	iLit Library (selections by Whitman) A Twilight Song Faces For Him I Sing Memories of President Lincoln Old War-Dreams Introduce: Understand Poetry Unit 7 Lesson 1







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 Writing of Walt Whitman	The Writing of Walt Whitman	The Poetry of Emily Dickinson	The Poetry of Emily Dickinson	The Poetry of Emily Dickinson
Walt Whitman	Walt Whitman	Emily Dickenson	Emily Dickenson	Emily Dickenson
05 400 407	05 400 400	05 470 470	05 400 404	05 - 400 400
SE pp 166-167 LANGUAGE	SE pp 168-169 EFFECTIVE EXPRESSION	SE pp 170-179 MAKING MEANING	SE pp180-181 MAKING MEANING	SE pp 182-183 LANGUAGE
DEVELOPMENT	EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING	DEVELOPMENT
DEVELOPMENT	Writing to Sources	Concept Vocabulary	Close Read the Text	DEVELOPMENT
Concept Vocabulary	Writing to Sources: Narrative Account	emperor; imperial; treason;	Students will review the Close	Concept Vocabulary
Students complete activities	Students write a narrative	sovereign; captivity	Read Model and complete the	Students complete activities
related to the Concept	about something that	30vereign, captivity	close read sections in the	related to the Concept
Vocabulary words:	happened while they were	First Read	selection.	Vocabulary words:
ampler; teeming; vast;	working.	Students Notice, Annotate,		emperor; imperial; treason;
breadth; prolific; multitudes		Connect, Respond as they	Close Read the Text	sovereign; captivity
	Writing to Sources:	read the selection the first		
Word Study: Latin	Narrative Account	time.	Analyze the Text	Word Study: Word
Combining Form: multi-	Writing to Sources:	_	Students will respond to	Derivations
Students complete activities	Narrative Account (RP)	First-Read Guide: Poetry	questions about the text,	Students complete activities
related to the Latin root multi	,	That Road Guide. I doily	citing textual evidence.	related to parts of speech and derivations of related words.
Concept Vocabulary and	Speaking and Listening:	Read the Selection	Analyze Craft and	
Word Study	Oral Interpretation	<b>a</b>	Structure: Poetic Structure	Concept Vocabulary and
(A)	Students prepare and deliver	Selection Audio	and Style	Word Study
Word Study: Latin Combining Form: <i>multi-</i> (RP)	an interpretation of one of the	The Poetry of Emily	Students will examine	Word Study: Word
Combining Form: <i>Multi-</i> (RP)	poems by Whitman.	Dickinson: Accessible Text	examples of Absurdist	Derivations (RP)
Word Network	Speaking and Listening:		literature.	Derivations (RP)
Students add new words to	Oral Interpretation	Comprehension Check	Analysis Oneth and	Word Network
their Word Network as they		Students complete	Analyze Craft and Structure: Poetic Structure	Students add new words to
read texts in the unit.	Speaking and Listening:	comprehension questions.	and Style	their Word Network as they
road toxto iii tiio diiiti	Oral Interpretation (RP)	The Poetry of Emily		read texts in the unit.
Conventions and Style:	l <b>_</b> '	Dickinson: First Read	Analyze Craft and	
Author's Choices: Diction	Evidence Log	Extension Questions	Structure: Poetic Structure	Conventions and Style:
Students complete activities	Students add notes and evidence that will be used to	Extension Questions	and Style (RP)	Parts of Speech
identifying word choice.	inform the Performance-	Research to Clarify		Students complete activities
Author's Style: Diction	Based Assessment.	Students research one	STANDARDS	identifying word choice.
	Dasca Assessment.	unfamiliar detail from the text.	RL.11-12.4; RL.11-12.5	Conventions and Style:
Author's Style: Diction	SELECTION TEST			Parts of Speech
(RP)				
	Selection Test: The			Conventions and Style:
	Writing of Walt Whitman			Parts of Speech (RP)
STANDARDS		Research to Explore		

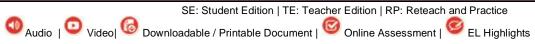


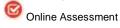


RL.11-12.4; L.11-12.4.b; L.11-12.4.d  myPerspectives ELL Support  Word Study: Latin Combining Form: multi- (RP) (TE p 166) Author's Style: Diction (RP) (TE p 167)	STANDARDS W.11-12.3; W.11-12.3.d; W.11-12.3.e; SL.11-12.6  Writing to Sources: Narrative Account (RP) (TE p 168) Speaking and Listening: Oral Interpretation (RP) (TE p 169)  Personalize for Learning English Language Support: Oral Interpretation	Students research to find out what happened to Dickinson's writing after her death.  STANDARDS RL.9-10.10  Audio Summary  The Poetry of Emily Dickinson  Personalize for Learning English Language Support: Figurative Language (TE p 170)  Personalize for Learning	Analyze Craft and Structure: Poetic Structure and Style (RP) (TE p 181)  Personalize for Learning English Language Support: Getting the Message (TE p 180)	STANDARDS L.11-12.4.b; L.11-12.4.c; L.11-12.5  Word Study: Word Derivations (RP) (TE p 182) Conventions and Style: Parts of Speech (RP) (TE p 183)  Personalize for Learning English Language Support: Nouns (TE 1400)
iLit ELL Level F	(TE p 168)  English Language Support Lesson: Oral Interpretation (On Realize)	English Language Support: Figurative Language (TE p 174)	English Language Support Lesson: Texts Messages (On Realize)	(TE p 183)









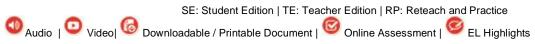


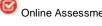
iLit Library (selections by	iLit Library (selections by			
Whitman)	Whitman)	Dickinson)	Dickinson)	Dickinson)
A Twilight Song	A Twilight Song	Dawn	Dawn	Dawn
Faces	Faces	Friends	Friends	Friends
For Him I Sing	For Him I Sing	In This Short Life	In This Short Life	In This Short Life
Memories of President	Memories of President	Success	Success	Success
Lincoln	Lincoln	Indian Summer	Indian Summer	Indian Summer
Old War-Dreams	Old War-Dreams	The Wind	The Wind	The Wind
Introduce: Understand	Write a Narrative	Introduce: Understand	Introduce: Understand	Using Nouns in Sentences
Poetry	Paragraph/Essay	Poetry	Poetry	Unit 2 Lesson 7: Work Time
Unit 7 Lesson 1	Unit 2 Lessons 13–14: Work	Unit 7 Lesson 1	Unit 7 Lesson 1	
	Time			Vary Sentence Structure
Use Latin Roots to	Unit 4 Lesson 3: Work Time	Figurative Language	Identify Theme	Unit 2 Lesson 33: Whole
Determine Meaning	Unit 6 Lesson 6: Work Time	(examples)	Unit 7 Lesson 2: Read Aloud,	Group
Unit 4 Lesson 6: Whole		Unit 2 Lesson 25: Whole	Think Aloud	·
Group		Group		
•		Unit 3 Lesson 2: Wrap Up		
		Unit 3 Lesson 3: Whole		
		Group		
		Unit 3 Lesson 4: Work Time		











DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Poetry of Emily Dickinson Emily Dickenson	SELECTION Anchor Text The Poetry of Emily Dickinson Emily Dickenson	SELECTION from Emily Dickinson from Great Lives BBC Radio 4	PERFORMANCE TASK: WRITING FOCUS Write a Personal Narrative	PERFORMANCE TASK: WRITING FOCUS Write a Personal Narrative
SE p 184	SE p 185	SE pp 186-191	SE pp 192-194	SE pp 195-199
Writing to Sources: Blog Post Students write a blog post in the first-person speaker in Dickinson's poem.  Writing to Sources: Blog Post Writing to Sources: Blog Post (RP)  STANDARDS RL.11-12.7; W.11-12.3; W.11- 12.3.d	Speaking and Listening: Class Discussion Students participate in a class discussion about "The Soul Selects her own Society".  Speaking and Listening: Class Discussion Speaking and Listening: Class Discussion (RP)  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  SELECTION TEST Selection Test: The Poetry of Emily Dickinson  STANDARDS SL.11-12.1.c; SL.11-12.6	Making Meaning  Media Vocabulary Students complete activities related to the media Vocabulary words: host; interview; commentary  Media Vocabulary  First Review Students Listen, Note, Connect, Respond as they listen to the broadcast  First Review Guide: Media-Audio  Listen to the Selection  Selection Audio  from Emily Dickinson  Comprehension Check Students complete comprehension questions.  Close Review Students will listen to the broadcast again and write down new observations.  Close-Review Guide: Media-Audio  Analyze the Media	PERFORMANCE TASK  Write a Personal Narrative Students write a personal essay about a personal experience.  PreWriting/Planning Students establish the situation, gather evidence, and connect across texts.  Drafting Students organize and write a first draft.  STANDARDS W.11-12.3.a-e; W.11-12.10	PERFORMANCE TASK  LANGUAGE DEVELOPMENT: CONVENTIONS  Add Variety: Precise Words and Phrases Students choose precise language to express their ideas.  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.11-12.3.b; W.11-12.3.d; W.11-12.3.e













Students will respond to questions about the broadcast. **LANGUAGE DEVELOPMENT** Media Vocabulary Students complete activities related to the media Vocabulary words: host; interview; commentary Media Vocabulary **EFFECTIVE EXPRESSION** Writing to Compare: Compare-and-Contrast **Essay** Students will write an essay describing Lewis's interpretations of "I'm Nobody! Who are you?" Writing to Sources: Compare-and-Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL11-12.7; SL.11-12.3; RI.11-12.10













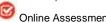
myPerspectives ELL Support				
Writing to Sources: Blog Post (RP) (TE p 184)	Speaking and Listening: Class Discussion (RP) (TE p 185)  Personalize for Learning English Language Support: Pronunciation (TE p 185)	Audio Summary  Personalize for Learning English Language Support: Group Discussion (TE p 187)  Personalize for Learning English Language Support: Compare Text and Audio (TE p 189)		Personalize for Learning English Language Support: Difficult Concepts (TE p 196)
iLit ELL Level F				
iLit Library (selections by Dickinson) Dawn Friends In This Short Life Success Indian Summer The Wind  Introduce: Understand Poetry Unit 7 Lesson 1	iLit Library (selections by Dickinson) Dawn Friends In This Short Life Success Indian Summer The Wind  Collaborative Conversation Routine Unit 1 Lesson 2: Whole Group  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation	iLit Library (selections by Dickinson) Dawn Friends In This Short Life Success Indian Summer The Wind  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation	Write a Narrative Paragraph/Essay Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time Unit 6 Lesson 34: Work Time Unit 6 Lesson 31: Work Time Unit 6 Lesson 31: Work Time Assignments (examples) Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph	Write a Narrative Paragraph/Essay Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time Unit 6 Lesson 34: Work Time Unit 6 Lesson 31- Work Time Unit 6 Lesson 31- Work Time Unit 6 Lesson 31- Work Time Assignments (examples) Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph











DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	from Nature	from Nature	from Walden	from Walden
	from Self-Reliance	from Self-Reliance	from Civil Disobedience	From Civil Disobedience
	Ralph Waldo Emerson	Ralph Waldo Emerson	Henry David Thoreau	Henry David Thoreau
SE pp 200-203	SE pp 204-210	SE pp 210-213	SE pp 214-226	SE pp 226-229
SE pp 200-203	SE pp 204-210	3E pp 210-213	SE pp 214-220	SE pp 226-229
Essential Question	MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE
What role does individualism		DEVELOPMENT		DEVELOPMENT
play in American society?	Concept Vocabulary		Concept Vocabulary	
	sanctity; transcendent;	Concept Vocabulary	sufficed; superfluous; vital	Concept Vocabulary
Small-Group Learning	redeemers	Students complete activities	Eliza Bara I	Students complete activities
Strategies	First Read	related to the Concept	First Read Students Notice, Annotate,	related to the Concept
Prepare	Students Notice, Annotate,	Vocabulary words:	Connect, Respond as they	Vocabulary words:
<ul> <li>Participate Fully</li> </ul>	Connect, Respond as they	sanctity; transcendent; redeemers	read the selection the first	sufficed; superfluous; vital
Support Others	read the selection the first	redeemers	time.	Word Study: Latin Prefix:
Clarify	time.	Word Study: Latin Root:		super-
© Creati Creating Learning		-sanct-	<b>6</b> -1.5.16.11	
Small-Group Learning Strategies	(Apr. 18 18 18	<b>6</b>	First-Read Guide:	Concept Vocabulary and
Strategies	First-Read Guide: Nonfiction	Concept Vocabulary and Word Study	Nonfiction	Word Study
Table of Contents Preview	NONTICTION		Read the Selection	Word Study: Latin Prefix:
Preview the selections in the	Read the Selection	Word Study: Latin Root:		super- (RP)
unit and discuss how they		-sanct- (RP)	Selection Audio	, , ,
relate to the EQ and unit	Selection Audio		from Walden/from Civil	Word Network
topic.	from Nature/from Self-	Word Network	Disobedience:	Students add new words to
	Reliance: Accessible Leveled	Students add new words to	Accessible Leveled Text	their Word Network as they
Working as a Team	Text	their Word Network as they	Accessible Leveled Text	read texts in the unit.
Take a position	. 6/11	read texts in the unit.	Comprehension Check	Analyza Croft & Structure
List your rules	Comprehension Check	Analyze Craft & Structure	Students complete	Analyze Craft & Structure Author's Point of View
<ul> <li>Apply the rules</li> </ul>	Students complete	Development of Ideas	comprehension questions.	Students will analyze
Name your group	comprehension questions.	Students will analyze		Thoreau's implicit
Create a communication		Emerson's presentation of his	from Walden/from Civil	assumptions on a variety of
plan	from Nature/from Self-	vision.	Disobedience: First Read	issues.
Making a Schedule	Reliance: First Read		Extension Questions	(Analysis Oneff and
Students make a schedule	Extension Questions	Analyze Craft and Structure: Development of		Analyze Craft and Structure: Author's Point of
with group for completing		Ideas	Research to Clarify	View
tasks.	Research to Clarify		Students choose one	
	Students choose one	Analyze Craft and	unfamiliar detail of the text to	Analyze Craft and
Working on Group Projects	unfamiliar detail of the text to	Structure: Development of	research.	Structure: Author's Point of
Students choose specific	research.	Ideas (RP)		View (RP)
roles for each member.				









### Research to Explore

Students research an aspect of the text they find interestina.

#### **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**

RI.11-12.10; L.11-12.4.a

## **Conventions and Style: Sentence Variety**

Students complete activities identifying kinds of sentences.

Conventions and Style: Sentence Variety

Conventions and Style: Sentence Variety (RP)

#### **EFFECTIVE EXPRESSION**

## Writing to Sources: Story Element

Students write a story element for a first-person narrative related to Emerson's ideas.

Writing to Sources: Story Elements

Writing to Sources: Story Elements (RP)

### **Evidence Log**

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

### **SELECTION TEST**

Nature/from Self-Reliance

#### **STANDARDS**

RI.11-2.2; RI.11-12.5; RI.11-12.7; W.11-12.3; L.11-12.3; L.11-12.3.a; L.11-12.4.c

### Research to Explore

Students research 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.

Analyzing the Text

## STANDARDS

RI.11-12.10; L.11-12.4.b

### **Conventions and Style: Author's Style**

Students complete activities identifying the writer's style.

Conventions and Style: Author's Style

Conventions and Style: Author's Style (RP)

#### **EFFECTIVE EXPRESSION**

### Speaking and Listening: Discussion

Students hold a discussion responding to excerpts from Thoreau's philosophical writings.

Speaking and Listening: Discussion

Speaking and Listening: Discussion (RP)

### **Evidence Loa**

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

#### **SELECTION TEST**

Walden/from Civil Disobedience

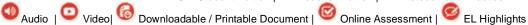
#### **STANDARDS**

RI.11-2.1; RI.11-12.6; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; L.11-12.4.b













#### myPerspectives ELL Support Word Study: Latin Root: Word Study: Latin Prefix: Audio Summary Audio Summary super- (RP) -sanct- (RP) from Nature/from Selffrom Nature/from Self-(TE p 210) (TE p 226) Reliance: Accessible Leveled Reliance: Accessible Leveled Malyze Craft and Analyze Craft and Structure: Development of Structure: Author's Point of Ideas (RP) Personalize for Learning View (RP) (TE p 211) English Language Support: (TE p 227) Close Read Conventions and Style: Conventions and Style: (TE p 220) Sentence Variety (RP) Author's Style (RP) (TE p 212) (TE p 228) Writing to Sources: Story Speaking and Listening Elements (RP) (RP) (TE p 213) (TE p 229) Personalize for Learning Personalize for Learning English Language Support: English Language Support: Using Wh- Questions Taking Part in Discussion (TE p 211) (TE p 228) English Language English Language Support Lesson: Using Wh-Support Lesson: Discussion Questions (On Realize) (On Realize) iLit ELL Level F Rules for Conversation iLit Library (selections by iLit Library (selections by iLit Library (selections by iLit Library (selections by Routines Emerson) Thoreau) Thoreau) Thoreau) Unit 1 Lesson 2: Classroom The Mountain and the A Battle of the Ants A Battle of the Ants A Battle of the Ants Conversation Sauirrel Boston Use Latin Roots to Ask Questions to Make Recognize Author's Classroom **Determine Meaning** Inferences (Examples) Purpose Conversation (examples) Research a Topic Unit 4 Lesson 6: Whole Unit 6 Lesson 12: Read Unit 4 Lesson 36: Whole Unit 4 Lesson 2: Classroom Unit 5 Lesson 1: Whole Group Aloud. Think Aloud Group Conversation Group: Work Time Unit 6 Lesson 38: Read Unit 6 Lesson 20: Work Time Unit 6 Lesson 42: Classroom Unit 5 Lesson 5: Wrap Up Write a Narrative Aloud, Think Aloud Paragraph/Essay Classroom Conversation Main Idea Unit 2 Lessons 13-14: Work Conversation (examples) Unit 2 Lesson 41: Whole Unit 4 Lesson 2: Classroom Time Group Unit 4 Lesson 3: Work Time Conversation Unit 6 Lesson 6: Work Time Unit 6 Lesson 42: Classroom Conversation







DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Innovators and Their Inventions	SELECTION The Love Song of J. Alfred Prufrock T.S. Eliot	SELECTION The Love Song of J. Alfred Prufrock T.S. Eliot	SELECTION A Wagner Matinee Will Cather	SELECTION A Wagner Matinee Will Cather
SE pp 230-235	SE pp 236-244	SE pp 244-247	SE pp 248-257	SE pp 258-261
MAKING MEANING	MAKING MEANING	LANGUAGE DEVELOPMENT	MAKING MEANING	LANGUAGE DEVELOPMENT
Media Vocabulary specifications; cross-section; figure  First Review Students Look, Note, Connect, Respond as they review the media the first time.  First-Review Guide: Media: Art/Photography  Read the Selection Selection Audio Innovators and Their Inventions  Comprehension Check Students complete comprehension questions.  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students research the patent process.	Concept Vocabulary tedious; indecisions; digress  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry  Read the Selection  Selection Audio The Love Song of J. Alfred Prufrock: Accessible Text  Comprehension Check Students complete comprehension questions.  The Love Song of J. Alfred Prufrock: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students research Modernism.	Concept Vocabulary tedious; indecisions; digress  Word Study: Latin Prefix: di/dis- Concept Vocabulary and Word Study Word Study: Latin Prefix: di-/dis-(RP)  Word Network Students add new words to their Word Network as they read texts in the unit.  Analyze Craft & Structure Poetic Structure Students will identify details that reveal Prufrock's personal qualities. Analyze Craft and Structure: Poetic Structures Analyze Craft and Structure: Poetic Structures (RP)  Conventions and Style: Compound Nouns Students find examples of compound nouns.	Concept Vocabulary overture; motifs; prelude  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection  Selection Audio A Wagner Matinee: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  A Wagner Matinee: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students research an interesting topic.	Concept Vocabulary Students complete activities related to the Concept Vocabulary words: overture; motifs; prelude  Word Study: Word Derivations Concept Vocabulary and Word Study Word Study: Word Derivations (RP)  Word Network Students add new words to their Word Network as they read texts in the unit.  Analyze Craft & Structure Character Development Students will analyze methods of characterization.  Analyze Craft and Structure: Character Development Analyze Craft and Structure: Character Development Character Development Character Character Development (RP)











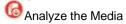
#### Close Review

Students will review the technical drawings and firstreview notes and record any new observations.



### Analyze the Media

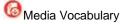
Students will respond to questions about the drawings, citing textual evidence.



#### LANGUAGE **DEVELOPMENT**

#### Media Vocabulary

Students complete activities related to the Concept Vocabulary words: specifications; cross-section; figure



#### **EFFECTIVE EXPRESSION**

### Speaking and Listening: Speech

Students present a speech and debate about how the public documents have changed people's lives.

Speaking and Listening: Speech

Speaking and Listening: Speech (RP)

## **Evidence Log**

Students add notes and evidence that will be used to

#### 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.11-12.10; L.11-12.4.a

Conventions and Style: Compound Nouns

Conventions and Style: Compound Nouns (RP)

#### **EFFECTIVE EXPRESSION**

## Writing to Sources:

**Digital Presentation Students** create a presentation about J. Alfred Prufrock's worldview.

Writing to Sources: Digital Presentation

Writing to Sources: Digital Presentation (RP)

#### **Evidence Log**

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

Selection Test: The Love Song of J. Alfred Prufrock

#### **STANDARDS**

RL.11-12.5: RL.11-12.6: RL.11-12.10; SL.11-12.5; L.11-12.1; L.11-12.2.a; L.11-12.4.a; L.11-12.4.b

### 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.11-12.10; L.11-12.4.b; Pl.6; Pl.8

### Conventions and Style: **Figurative Language** Students analyze types of

figurative language. Conventions and Style: Figurative Language

Conventions and Style: Figurative Language (RP)

#### **EFFECTIVE EXPRESSION**

### Writing to Sources: Research Report

Students write a report to help readers understand the historical context the Cather's storv.

Writing to Sources: Research Report

Writing to Sources: Research Report (RP)

## **Evidence Log**

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

Selection Test: A Wagner Matinee

#### **STANDARDS**

RL.11-12.3: RL.11-12.4: W.11-12.2; W.11-12.7; L.11-12.4.c; L.11-12.5.a

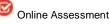








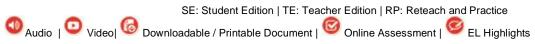






inform the Performance-				
Based Assessment.				
STANDARDS				
RI.11-12.5.a; RI.11-12.10; SL.11-12.b; L.11-12.6				
myPerspectives ELL Support				
		<b>A</b>	<u> </u>	<b>A</b>
Speaking and Listening:	Audio Summary	Word Study: Latin Prefix:	Audio Summary	Word Study Greek Word
Speech (RP) (TE p 223)	The Love Song of J.	di- / dis- (RP) (TE p 244)	A Wagner Matinee:	Derivations(RP) (TE p 258)
(12 p 220)	Alfred Prufrock: Accessible		Accessible Leveled Text	
Personalize for Learning	Text	Analyze Craft and Structure: Poetic Structure	Personalize for Learning	Analyze Craft and Structure: Character
English Language Support:	Personalize for Learning	(RP)	English Language Support:	Development (RP)
Nominalization (TE p 230)	English Language Support:	(TE p 245)	Specialized Vocabulary	(TE p 259)
(12 9 200)	Analyzing Diction	Conventions and Style:	(TE p 249)	Conventions and Style:
Personalize for Learning	(TE p 237)	Compound Nouns (RP)	Personalize for Learning	Figurative Language (RP)
English Language Support:	Personalize for Learning	(TE p 246)	English Language Support:	(TE p 260)
Sentence Starters (TE p 235)	English Language Support:	Writing to Sources:	Connotation	Writing to Sources (RP)
(12 p 200)	Understanding Idioms	Digital Presentation (RP)	(TE p 255)	(TE p 261)
	(TE p 241)	(TE p 247)		
		Personalize for Learning		Personalize for Learning English Language Support:
		English Language Support:		Choosing Topics and Key
		Analyzing Diction		Words
		(TE p 237)		(TE p 261)
		Personalize for Learning		0
		English Language Support:		English Language
		Understanding Idioms		Support Lesson: Choosing
		(TE p 241)		Topics and Key Words (On Realize)
		Personalize for Learning		1.0020)
		English Language Support:		
		Creating a Character "Sketch"		
		(TE p 245)		
		0		
		English Language		
		Support Lesson: Character Sketch (On Realize)		
		Sketch (On Realize)		
L	l .		l .	









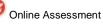
iLit ELL Level F				
iLit Library Thomas Edison Inventing the Telephone  Main Idea Unit 2 Lesson 41: Whole Group  Make Connections Between Ideas Unit 4 Lesson 14: Whole Group	Idiom Unit 3 Lesson 8: Vocabulary Unit 6 Lesson 2, 7, 12, 23, 37: Vocabulary Introduce: Understand Poetry Unit 7 Lesson 1	Introduce: Understand Poetry Unit 7 Lesson 1  Analyze a Character (examples) Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud  Idiom Unit 3 Lesson 8: Vocabulary Unit 6 Lesson 2, 7, 12, 23, 37: Vocabulary	iLit Library (selections by Cather) My Antonia O Pioneers! Willa Cather: American Novelist Willa Cather: Writer of Pioneer Stories  Connotations (Examples) Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary	iLit Library (selections by Cather) My Antonia O Pioneers! Willa Cather: American Novelist Willa Cather: Writer of Pioneer Stories  Analyze a Character (examples) Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud  Figurative Language (examples) Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group

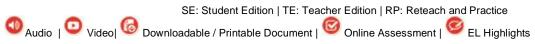












DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
Focus				
Present a Personal Narrative				
SE pp 262-263	SE pp 264-265	SE pp 266-269	SE pp 269-271	SE pp 272-273
3E pp 202-203	SE pp 204-205	3E pp 200-209	3E pp 269-271	3E pp 212-213
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
	What role does individualism		ASSESSMENT PREP	ASSESSMENT
Deliver an Explanatory	play in American society?	First Read		
Presentation		Students Notice, Annotate,	Review Evidence for a	Speaking and Listening:
As a group, students deliver a	Independent Learning	Connect, Respond as they	Personal Narrative	Storytelling Session
group speech about when it	Strategies	read the selection the first	Students evaluate the	Students use their narratives
might be difficult of march to	<ul> <li>Create a Schedule</li> </ul>	time.	strength of their evidence	as the basis for an oral
the beat of a "different	<ul> <li>Practice what you have</li> </ul>	First-Read Guide	Fuidance Lan	storytelling session.
drummer".	learned		Evidence Log Students add notes and	Reflect on the Unit
Plan With Your Group	<ul> <li>Take Notes</li> </ul>	Close-Read Guide	evidence that will be used to	Students reflect on Unit goals,
Students will analyze the text,		Close-Read Guide	inform the Performance-	learning strategies, and the
connect evidence to	Independent Learning	Close-Read Guide	Based Assessment.	text.
experiences, and organize	Strategies	Close Read the Text	Dadou / Goddomonii	10/11
the presentation.	G. a.og.oo	Students will review the Close	Writing to Sources:	<b>O</b>
	Table of Contents Preview	Read Model and complete the	Personal Narrative	Reflect on the Unit
Rehearse With Your Group	Preview the selections in the	close read sections in the	Students will write a personal	0.0
Students practice the	unit and discuss how they	selection.	narrative describing an event	
presentation, fine-tune the	relate to the EQ and unit		from their life that helped	
content and brush up on	topic.	Analyze the Text	them realize they are a	STANDARDS
presentation techniques.	Contents	Students will respond to	unique individual.	SL.11-12.1; SL.11-12.1.a;
Present and Evaluate	Comono	questions about the text,	Narrative Rubric	SL.11-12.4; SL.11-12.6
Students present as a group		citing textual evidence.	Students use the rubric to	
and use checklist items to		l	guide their revisions.	
evaluate.		Quick Write	guide their revisions.	
o raidato.		Students write about a paragraph that grabbed their	STANDARDS	
STANDARDS		interest.	W.11-12.3.a-e; W.11-12.10	
SL.11-12.1.b; SL.11-12.3;		interest.	·	
SL.11-12.4.a		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		
		Individualism.		







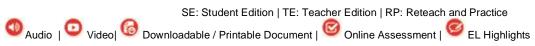


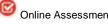
		Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.  STANDARDS RL.11-12.10; RI.11-12.10;		
		SL.11-12.1		
myPerspectives ELL Support				
Personalize for Learning English Language Support: Delivering a Speech (TE p 263)		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level F				
Write and Perform an Original an Original Scene Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time Read Dialogue Aloud from Novel or Short Story Unit 3 Lesson 5: Whole Group  Assignments (examples) Unit 6 Lessons 31–35: Present a Narrative Essay	Take Notes Unit 1 Lesson 4: Work Time  Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud  Make Inferences and Predictions Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time  iLibrary All texts	Write a Narrative Paragraph/Essay Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time Unit 6 Lesson 31: Work Time Unit 6 Lesson 31: Work Time Unit 6 Lesson 31: Work Time Assignments (examples) Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph	Write and Perform an Original an Original Scene Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time Work Time Read Dialogue Aloud from Novel or Short Story Unit 3 Lesson 5: Whole Group  Assignments (examples) Unit 6 Lessons 31–35: Present a Narrative Essay







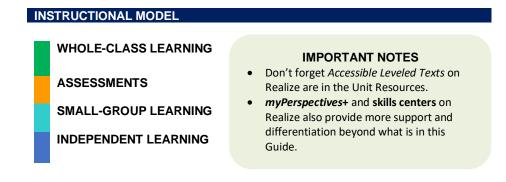






GRADE 11 | UNIT 3: Power, Protest, and Change ESSENTIAL QUESTION: In what ways does the struggle for freedom change with history?

PERFORMANCE BASED ASSESSMENT: Informative NOTES:



#### **Unit 3 Overview**

In this unit, students will read about real and fictional people who are protesting various injustices.

#### **Unit Goals**

Students will be able to:

- Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay that has a clear structure and that draws evidence from texts and original research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use appropriate and varied sentence structures to create cohesion and clarify relationships.
- 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

• The Zigzag Road to Rights (1160L)

### Whole-Class Learning

- Historical Perspectives: Focus Period 1850-1890: Civil War and Social Change
- Anchor Text, Speech: from What to the Slave is the Fourth of July?, Frederick Douglass (1220L)
- Anchor Text, Speech: Second Inaugural Address, Abraham Lincoln (1490)
- Media, Image Gallery: Perspectives on Lincoln

### Small-Group Learning

- Speech: Ain't I a Woman?, Sojourner Truth (750L)
- Public Document: Declaration of Sentiments, Elizabeth Cody Stanton (1490L)
- Media, Podcast: Giving Women the Vote, Sandra Sleight-Brennan
- Short Story: *The Story of an Hour*, Kate Chopin (960L)
- Legal Opinion: Brown v. Board of Education: Opinion of the Court, Earl Warren (1370L)
- Magazine Article: Was Brown v. Board a Failure?, Sarah Garland (1340L) (NOTE: This selection is longer available in the Teacher's and Student Editions and has been replaced by a Research Performance Task due to Rights & Permissions. However, previous resources on Savvas Realize are still available for you to use since this is held under a Creative Commons license that allows for personal, non-profit use and can be found on the internet by searching for the title.)

#### Independent Learning

- Poetry Collection 1: The Poetry of Langston Hughes: Langston Hughes (NP)
- Poetry Collection 2: Douglass: Paul Laurence Dunbar (NP)
- Poetry Collection 2: *The Fifth Fact:* Sarah Browning (NP)
- Poetry Collection 2: Who Burns for the Perfection of Paper: Martin Espade (NP)
- History: from the Warmth of Other Suns, Isabel Wilkerson (1330L)
- Essay: What a Factory Can Teach a Housewife, Ida Tarbell (1210L)
- Personal Essay: from Books as Bombs, Louis Menand (1260L)
- Media, Podcast: A Balance Between Nature and Nurture, Gloria Steinem

#### Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:

What motivates people to struggle for change?

Part 2 – Speaking & Listening: Podcast

After writing their essay, students use it as a foundation for a podcast.

#### **Unit Reflection**

Students will reflect on the unit goals, learning strategies, the texts, and how people have protested for change in our country.













	ERVIEW ble-Class Learning	DAY 3 SELECTION	SELECTION	DAY 5 SELECTION
	pp 282-283	Historical Perspective Focus Period 1850-1890 SE pp 284-287	Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass SE pp 288-293	Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass SE pp 294-295
Students will deepen their perspective on the literature of protest and change by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary informational; inquire; verbatim; deduction; specific  Home Connection Letter Spanish Home Connection Letter Unit 3 Answer Key  In who strug with a strug	dential Question what ways does the ggle for freedom change in history?  cole-Class Learning ategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning ategies  cole of Contents Preview wiew the selections in the and discuss how they and te to the EQ and unit cole.	CIVIL WAR AND SOCIAL CHANGE  Voices of the Period Students analyze the words of key people during slavery and Civil War, including an author, a resident, and an abolitionist.  History of the Period Students discuss how the Civil War and the expansion afterwards make it possible for the United States and its people to grow and mature.  Literature Selections Students explore the different ways fiction and nonfiction selections of the time present events.	Concept Vocabulary obdurate; stolid; disparity; denounce; equivocate; conceded  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction  Read the Selection Selection Audio from What to the Slave Is the Fourth of July: Accessible Leveled Text  Comprehension Check Students complete comprehension questions. from What to the Slave Is the Fourth of July: First Read Extension Questions  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  Close Read the Text  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze Craft & Structure Argumentative Structure Students will discuss Frederick Douglass's arguments in his speech.  Analyze Craft and Structure: Argumentative Structure Analyze Craft and Structure: Argumentative Structure Tructure: Argumentative Structure (RP)  STANDARDS RI.11-12.1; RI.11-12.5; RI.11- 12.8









Launch Activity		Research to Explore	
Students participate in an activity related to the unit		Students research something that interests them from the	
theme.		text and formulate a research	
QuickWrite		question.	
Students write a response to		STANDARDS	
the QuickWrite prompt:		RI.11-12.10	
Explain how words have the power to provoke, calm, or			
inspire			
Fridayas Law			
Evidence Log Students add notes and			
evidence that will be used to			
inform the Performance- Based Assessment.			
Evidence Log			
Evidence Log			
Performance-Based Assessment: Refining Your			
Thinking			
STANDARDS			
L.11-12.6			

myPerspectives ELL Support				
Personalize for Learning English Language Support: Provide Context (TE p 277)  Personalize for Learning English Language Support: Adjectives (TE p 280)		Personalize for Learning English Language Support: Verb Tense (TE p 285)  Personalize for Learning English Language Support: Time Sequence Words (TE p 287)	Audio Summary from What to the Slave Is the Fourth of July: Accessible Leveled Text  Personalize for Learning English Language Support: Related Words (TE p 292)	Analyze Craft and Structure: Argumentative Structure (RP) (TE p 295)  Personalize for Learning English Language Support: Sentence Starters (TE p 294)  Personalize for Learning English Language Support: Argumentative Structure (TE p 295)  English Language Support Lesson: Argumentative Structure (On Realize)
iLit ELL Level F				
Summarize (examples) Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 6 Lesson 42: Read Aloud, Think Aloud	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	iLit Library Narrative of the Life of Frederick Douglass The Civil War  Main Idea and Details Unit 2 Lesson 41: Whole Group  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group Unit 2 Lesson 43: Whole Group, Work Time	iLit Library Narrative of the Life of Frederick Douglass  Related Words Unit 2 Lesson 1: Vocabulary Unit 2 Lesson 2: Work Time Unit 2 Lesson 14 Unit 7 Lesson 1, 2: Vocabulary: Vocabulary	iLit Library Narrative of the Life of Frederick Douglass  Identify Logical and Emotional Appeals Unit 4 Lesson 20: Work Time  Analyze an Argument Unit 6 Lesson 40: Whole Group











DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass  SE pp 296-297  LANGUAGE DEVELOPMENT	SELECTION Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass  SE p 298  EFFECTIVE EXPRESSION	SELECTION Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass . SE p 299 EFFECTIVE EXPRESSION	SELECTION Anchor Text Second Inaugural Address Abraham Lincoln  SE pp 300-303 MAKING MEANING	SELECTION Anchor Text Second Inaugural Address Abraham Lincoln  SE pp 304-305 MAKING MEANING
Concept Vocabulary Students complete activities related to the Concept Vocabulary words: obdurate; stolid; disparity; denounce; equivocate; conceded  Word Study: Latin Prefix: ob- Students complete activities with the Latin root ob- Goncept Vocabulary and Word Study Word Study: Latin Prefix: ob- (RP)  Word Network Students add new words to their Word Network as they read texts in the unit.  Conventions: Types of Phrases Students complete activities locating noun phrases and verb phrases. Gonventions: Types of Phrases	Writing to Sources Informative Paragraph Students write a paragraph drawing connections between their research and Douglass's speech.  Writing to Sources: Informative Paragraph Writing to Sources: Informative Paragraph (RP)  STANDARDS W.11-12.2; W.11-12.2.e	Speaking and Listening Dramatic Reading Students give a dramatic reading of a passage from the speech.  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 Selection Test: What to the Slave is the Fourth of July?  STANDARDS SL.11-12.3	insurgent; perish; rend; scourge; unrequited; malice  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction  Read the Selection Selection Audio Second Inaugural Address: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  Second Inaugural Address: First Read Extension Questions  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  Close Read the Text  Students will respond to questions about the text, citing textual evidence.  Analyze Craft and Structure: Structure Students will analyze the differences between Lincoln's inaugural speeches.  Analyze Craft and Structure: Structure  Analyze Craft and Structure: Structure  The Analyze Craft and Structure: Structure  Replace Analyze Craft and Structure: Structure (RP)





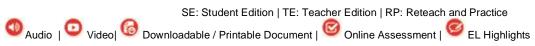


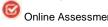




Conventions: Types of Phrases (RP)  STANDARDS L.11-12.1; L.11-12.3; L.11-12.4.c			Research to Explore Students choose something from the text that interests them and formulate research question.  STANDARDS RI.11-12.10	
myPerspectives ELL Support				
Word Study: Latin Prefix:  ob- (RP) (TE p 296) Conventions: Types of Phrases (RP) (TE p 297)  Personalize for Learning English Language Support: Word History (TE p 297)	Writing to Sources: Informative Paragraph (RP) (TE p 298)	Speaking and Listening: Dramatic Reading (RP) (TE p 299)	Audio Summary Second Inaugural Address: Accessible Leveled Text  Personalize for Learning English Language Support: Figures of Speech (TE p 301)	Analyze Craft and Structure: Structure (RP) (TE p 305)
iLit ELL Level F				
iLit Library Narrative of the Life of Frederick Douglass  Prefixes (Examples) Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Use Latin Roots to Determine Meaning Unit 4 Lesson 6: Whole Group  Text: We Beat the Street Unit 6 Lesson 7, 11-15, 17, 19-20, 22-24, 27-29, 32-34, 36	iLit Library Narrative of the Life of Frederick Douglass  Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time	iLit Library Narrative of the Life of Frederick Douglass  Write, Revise, and Rehearse an Original Scene Unit 3 Lesson 8: Work Time  Text: We Beat the Street Unit 6 Lesson 7, 11-15, 17, 19-20, 22-24, 27-29, 32-34, 36	iLit Library Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address  Figurative Language (examples) Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time	iLit Library Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address  Determine Text Structure Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time









DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Anchor Text	Anchor Text	Media: Image Gallery	WRITING FOCUS	WRITING FOCUS
Second Inaugural Address	Second Inaugural Address	Perspectives on Lincoln	Write an Informative Essay	Write an Informative Essay
Abraham Lincoln	Abraham Lincoln			
SE pp 306-307	SE pp 308-309	SE pp 310-317	SE pp 318-322	SE pp 323-325
LANGUAGE	EFFECTIVE EXPRESSION	MAKING MEANING	PERFORMANCE TASK	LANGUAGE
DEVELOPMENT				DEVELOPMENT:
	Writing to Sources:	Media Vocabulary	Write an Informative Essay	CONVENTIONS
Concept Vocabulary	Informative Eyewitness	composition; caricature;	Students write an essay that	
Students complete activities	Account	labeling and captions	looks at American history	Syntax: Sentence Patterns
related to the Concept	Students write an eyewitness	Media Vocabulary	after the Civil War.	Students identify sentence
Vocabulary words:	account in the form of a letter	Iviedia vocabdiary		patterns.
insurgent; perish; rend;	or journal entry.	First Review	PreWriting/Planning	PERFORMANCE TASK
scourge; unrequited; malice	Writing to Sources:	Students Look, Note,	Students write a working	PERFORMANCE TASK
Word Study: Synonyms and	Informative Eyewitness	Connect, Respond as they	thesis, compare and contrast, gather evidence, and connect	Revising
Nuances	Account	study the images.	across texts.	Students evaluate and revise
Students complete activities	Writing to Sources:	First Review Guide:	acioss texts.	draft utilizing peer reviews.
related to the synonyms.	Informative Eyewitness	Media: Art and Photography	Drafting	aran ameng poor rovious.
	Account (RP)	iviedia. Art and Photography	Students organize and write a	Editing and Proofreading
Concept Vocabulary and	Account (Ki )	View the Selection	first draft.	Students edit for conventions
vvora Study	Speaking and Listening:			and proofread for accuracies.
Word Study: Synonyms	Reading and Discussion	Selection Audio	STANDARDS	
and Nuances (RP)	Students prepare a reading	Perspectives on	W.11-12.2.a-f; W.11-12.7;	Publishing and Presenting
	and discussion of key	Lincoln	W.11-12.10	Students create a final
Word Network	passages from Lincoln's			version of their essays and
Students add new words to	speech.	Comprehension Check		share in small groups.
their Word Network as they	Speaking and Listening:	Students complete		Reflecting
read texts in the unit.	Reading and Discussion	comprehension questions.		Students reflect on their
Conventions and Style:				informative essays.
Types of Phrases	Speaking and Listening:	Close Review		I
Students identify adverb and	Reading and Discussion	Students will listen to the		STANDARDS
adjective phrases.	(RP)	broadcast again and write down new observations.		W.11-12.2.c; W.11-12.2.d;
	Evidence Log			W.11-12.2.f; W.11-12.5; L.11-
Conventions and Style:	Students add notes and	Close-Review Guide:		12.a
Types of Phrases	evidence that will be used to	Media: Art and Photography		
Conventions and Style:	inform the Performance-			
Types of Phrases (RP)	Based Assessment.	Analyze the Media		
, ,		Students will respond to		
		questions about the interview.		









STANDARDS	Selection Test:	LANGUAGE DEVELOPMENT	
L.11-12.1; L.11-12.3; L.11- 12.5.b; L.11-12.6	Second Inaugural Speech	DEVELOPMENT	
	<b>STANDARDS</b> W.11-12.2; W.11-12.3; SL.11-12.3	Media Vocabulary Students complete activities related to the media Vocabulary words: composition; caricature; labeling and captions	
		EFFECTIVE EXPRESSION	
		Speaking and Listening: Image Gallery Students create an image gallery with accompanying informative script.  Speaking and Listening: Image Gallery  Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.  STANDARDS RI.11-12.5.a; RI.11-12.7; SL.11-12.2; SL.11-12.5; RI.11-12.10	











myPerspectives ELL Support	1			
Word Study: Synonyms and Nuances (RP) (TE p 306) Conventions and Style: Types of Phrases (RP) (TE p 307)	Writing to Sources: Informative Eyewitness Account (RP) (TE p 308) Speaking and Listening: Reading and Discussion (RP) (TE p 309) Personalize for Learning English Language Support: Eyewitness Accounts (TE p 308)  Personalize for Learning English Language Support: Text Chunking and Evaluating Speech (TE p 309)	Personalize for Learning English Language Support: Literary Devices and Visual Cues (TE p 312)  Personalize for Learning English Language Support: Storyboarding About Familiar Topics (TE p 317)	Personalize for Learning English Language Support: Compare and Contrast Personal Goals (TE p 319)	
iLit ELL Level F				
iLit Library Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address  Synonyms and Antonyms (examples) Unit 2 Lessons 3, 19: Vocabulary Unit 7 Lessons 2-4: Vocabulary  Assignments: Vocabulary Study Plan (examples) Unit 5 Lessons 1–5 Part 5: Skill 20: Synonyms and Antonyms	iLit Library Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address  Analyze an Oral Argument Unit 4 Lesson 20: Whole Group  Recognize Author's Purpose Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time	iLit Library Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address	Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  Assignments (examples) Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph	Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  Assignments (examples) Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph







DAY 16	DAY 17		DAY 19	DAY 20
OVERVIEW Small-Group Learning	SELECTION Ain't I a Woman? Sojourner Truth	SELECTION Declaration of Sentiments Elizabeth Cady Stanton	SELECTION  Declaration of Sentiments  Elizabeth Cady Stanton	SELECTION Giving Women the Vote Sandra Sleight-Brennan
SE pp 326-329	SE pp 330-337	SE pp 338-343	SE pp 343-345	SE pp 346-351
Essential Question	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
In what ways does the struggle for freedom change with history?	Concept Vocabulary racket; fix; obliged	Concept Vocabulary degraded; oppressed; subordinate	DEVELOPMENT  Concept Vocabulary Students complete activities	Media Vocabulary frame; special elements; tone  Media Vocabulary
Small-Group Learning Strategies  Prepare Participate Fully Support Others	First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.	First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.	related to the Concept Vocabulary words: degraded; oppressed; subordinate	First Review Students Listen, Note, Connect, Respond as they study the images.
<ul><li>Clarify</li><li>Small-Group Learning</li><li>Strategies</li></ul>	First-Read Guide: Nonfiction  Read the Selection	First-Read Guide: Nonfiction	Latin Prefix: sub- Concept Vocabulary and Word Study	First Review Guide: Media-Audio  View the Selection
Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	Selection Audio Ain't I a Woman?: Accessible Leveled Text	Selection Audio Declaration of Sentiments: Accessible Leveled Text Comprehension Check	Word Study: Latin Prefix: sub- (RP)  Word Network Students add new words to	Selection Audio Giving Women the Vote
Working as a Team  Take a position List your rules Apply the rules	Comprehension Check Students complete comprehension questions.	Students complete comprehension questions.  Declaration of Sentiments:	their Word Network as they read texts in the unit.  Analyze Craft & Structure: Author's Choices:	Comprehension Check Students complete comprehension questions.  Research to Clarify
<ul><li>Name your group</li><li>Create a communication plan</li></ul>	Ain't I a Woman?: First Read Extension Questions  Research to Clarify	First Read Extension Questions  Research to Explore  Students choose something	Allusions Students will analyze how the extended allusion to the Declaration of Independence	Students choose one unfamiliar detail of the text to research.
Making a Schedule Students make a schedule with group for completing tasks.	Students choose one unfamiliar detail of the text to research.	interesting about the author, the text, or the era and research.  Close Read the Text Students will review the Close	helped with the development of ideas in the Declaration of Sentiments.  Analyze Craft and	Close Review Students will listen to the podcast again and record any new observations.
Working on Group Projects Students choose specific roles for each member.	Research to Explore Students choose something interesting about the author,	Read Model and complete the close read sections in the selection.	Structure: Author's Choices: Allusions	Analyze the Media Students will respond to questions about the podcast.







the text, or the era and research.

#### 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: racket; fix; obliged

## Word Study: Latin Root: lig-

Concept Vocabulary and Word Study

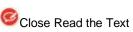
Word Study: Latin Root: -lig-(RP)

#### **Word Network**

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

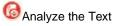
### **Analyze Craft & Structure: Effective Rhetoric**

Students will identify ways Sojourner Truth uses refrain to build her argument.



### Analyze the Text

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



#### STANDARDS

RI.11-12.10: L.11-12.4.a: L.11-12.4.d; PII.1

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

### **Conventions and Style:** Types of Clauses

Students cite examples of independent clauses and subordinate clauses.

Conventions and Style: Types of Clauses

Conventions and Style: Types of Clauses (RP)

### **Evidence Log**

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

**Declaration of Sentiments** 

#### **STANDARDS**

RI.11-12.9; L.11-12.1; L.11-12.4.c



Analyze the Media

### LANGUAGE DEVELOPMENT

#### Media Vocabulary

Students complete activities related to the media Vocabulary words: frame: special elements; tone



Media Vocabulary

#### EFFECTIVE EXPRESSION

## Writing to Compare: Compare and Contrast Essav

Students write an essay analyzing how each selection shows persuasion at work.

Writing to Compare: Compare and Contrast Essay

#### **Evidence Log**

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

#### **STANDARDS**

RL.11-12.10: RI.11-2.5: RI.11-2.6; RI.11-12.7; SL.11-12.3















Analyze Craft and Structure: Effective Rhetoric Analyze Craft and Structure: Effective Rhetoric (RP) Author's Style: Use of **Words and Phrases** Students cite examples of formal diction and the colloquial in the reading. Author's Style: Use of Words and Phrases Author's Style: Use of Words and Phrases (RP) **EFFECTIVE EXPRESSION** Writing to Sources: Informative Text Students write an essay that presents facts about a topic. Writing to Sources: Informative Text Writing to Sources: Informative Text (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. a Woman?

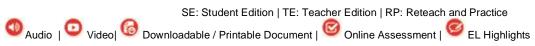


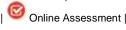




STANDARDS R.11-1-2.2; R.L.11-12.6; R.11-1-2.10; W.11-12.2; L.11- 12.1.a; L.11-12.3; L.11- 12.4.a; L.11-12.4; d
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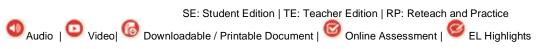


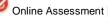


Rules for Conversation	iLit Library	iLit Library	iLit Library	iLit Library
Routines	The Narrative of Sojourner	Votes for Women	Votes for Women	Votes for Women
Unit 1 Lesson 2: Classroom	Truth	Her Vote	Her Vote	Her Vote
Conversation		Changing Times: Women in	Changing Times: Women in	Changing Times: Women in
	Research a Topic	the Early Twentieth Century	the Early Twentieth Century	the Early Twentieth Century
Classroom	Unit 5 Lesson 1: Whole	,		,
Conversation (examples)	Group; Work Time	Monitor and Clarify by	Use Latin Roots to	Compare and Contrast
Unit 4 Lesson 2: Classroom	Unit 5 Lesson 5: Wrap Up	Paraphrasing	Determine Meaning	Unit 4 Lesson 11: Work Time
Conversation	, ,	Unit 2 Lesson 19: Read	Unit 4 Lesson 6: Whole	Unit 4 Lesson 38: Read
Unit 6 Lesson 42: Classroom	Identify Logical and	Aloud, Think Aloud	Group	Aloud, Think Aloud
Conversation	Emotional Appeals			
	Unit 4 Lesson 20: Work Time		Clauses	Summarize Text
			Unit 1 Lesson 49: Whole	Unit 2 Lesson 43: Whole
			Group; Work Time	Group, Work Time
			Unit 4 Lesson 19: Work Time	Unit 2 Lesson 44: Read
				Aloud, Think Aloud









DAY 21	DAY 22	DAY 23		Cuves Ome Flamming Guide   Grade 11
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
The Story of an Hour	The Story of an Hour	Brown v. Board of Education:	Was <i>Brown v Board</i> a Failure?	Was <i>Brown v Board</i> a
Kat Chopin	Kat Chopin	Opinion of the Court	Sarah Garland (See note on pg.	Failure? Sarah Garland (See
			47).	note on pg. 47).
SE pp 352-356	SE pp 356-359	SE pp 360-371		SE pp 375-379
01 pp 001 000	02 pp 000 000	02 pp 000 0	SE pp 370-375	01 pp 0.0 0.0
MAKING MEANING	LANGUAGE	MAKING MEANING		LANGUAGE
	DEVELOPMENT		MAKING MEANING	DEVELOPMENT
Concept Vocabulary		Concept Vocabulary		
persistence; imploring;	Concept Vocabulary	plaintiffs; jurisdiction;	Concept Vocabulary	Concept Vocabulary
importunities	Students complete activities	disposition	legacy; mission; policy	Students complete activities
First Read	related to the Concept Vocabulary words:	First Read	First Read	related to the Concept Vocabulary words:
Students Notice, Annotate,	persistence; imploring;	Students Notice, Annotate,	Students Notice, Annotate,	legacy; mission; policy
Connect, Respond as they	importunities	Connect, Respond as they	Connect, Respond as they read	legacy, mission, policy
read the selection the first		read the selection the first	the selection the first time.	Word Study: Cognates
time.	Word Study: Denotation	time.		
	and Connotation		First-Read Guide: Nonfiction	Concept Vocabulary and Word Study
First-Read Guide:	Concept Vocabulary and	First-Read Guide:	First-Read Guide. Nonliction	
Nonfiction	Word Study	Nonfiction	Read the Selection	Word Study: Cognates
				(RP)
Read the Selection	Word Study: Denotation	Read the Selection	Selection Audio	March Not and
Selection Audio	and Connotation (RP)	Selection Audio	Was Brown v Board a	Word Network Students add new words to
	Word Network	Selection Addio	Failure?: Accessible Leveled	their Word Network as they
The Story of an Hour:	Students add new words to	Brown v. Board of	Text	read texts in the unit.
Accessible Leveled Text	their Word Network as they	Education: Opinion of the		
	read texts in the unit.	Court: Accessible Leveled	Comprehension Check	Analyze Craft & Structure:
Comprehension Check Students complete		Text	Students complete comprehension questions.	Author's Choices:
comprehension questions.	Analyze Craft & Structure	Comprehension Check	comprehension questions.	Structure
comprehension questions.	Development of Theme	Students complete	A	Students will identify details
<b>@_</b>	Students will analyze the author's theme about the	comprehension questions.	Was Brown v Board a	Garland presents in her discussion of each time
The Story of an Hour: First Read Extension	status of women in the		Failure?: First Read Extension	period.
Questions	society of her era.	Brown v. Board of	Questions	
Questions		Education: Opinion of the	Research to Clarify	Analyze Craft and
Research to Explore	Analyze Craft and Structure: Development of	Court: First Read Extension	Students choose one unfamiliar	Structure: Author's Choices:
Students research a relevant	Theme	Questions	detail of the text to research.	Structure
topic that interests them.				Analyze Craft and
	Analyze Craft and	Research to Clarify		Structure: Author's Choices:
	Structure: Development of			Structure (RP)
	Theme (RP)			













#### 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.11-12.10: L.11-12.4.b

**Conventions and Style: Author's Choices: Irony** Students cite examples of irony from the reading.

Conventions and Style: Author's Choices: Ironv

Conventions and Style: Author's Choices: Irony (RP)

#### **EFFECTIVE EXPRESSION**

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

Students discuss various reactions to the story.

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.

Story of an Hour

#### **STANDARDS**

RL.11-12.2; RL.11-12.3; RL.11-12.6; SL.11-12.1.c; SL.11-12.1.d; L.11-12.5.b

Students choose one unfamiliar detail of the text to research.

#### 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

## **Concept Vocabulary**

Students complete activities related to the Concept Vocabulary words: plaintiffs; jurisdiction; disposition

### Word Study: Technical Words

Concept Vocabulary and Word Study

#### Word Network

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

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

Students will analyze the structure of the Court's opinion.

Analyze Craft and Structure: Author's Choices: 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

### STANDARDS

RI.11-12.10: L.11-12.4.a

## Conventions and Style: Subordinating Conjunctions

Students identify examples of subordinating conjunctions.

Conventions and Style: **Subordinating Conjunctions** 

Conventions and Style: **Subordinating Conjunctions** (RP)

#### **EFFECTIVE EXPRESSION**

### Writing to Compare: **Comparison-and Contrast** Essay

Students write an essav discussing factors that contribute to the choices authors made in presenting and defending their arguments.

Writing to Compare: Comparison-and Contrast Essay

## **Evidence Log**

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

Selection Test: Was Brown v Board a Failure?

#### **STANDARDS**

RI.11-12.5; RI.11-12.8; W.11-12.9.b; L.11-12.1; L.11-12.3; L.11-12.4.c

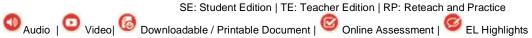




Analyze Craft and Structure: Author's Choices: Structure (RP) LANGUAGE **DEVELOPMENT Conventions and Style: Coordinating Conjunctions** Students cite examples of coordinating conjunctions from the reading. Conventions and Style: Coordinating Conjunctions Conventions and Style: Coordinating Conjunctions (RP) **EFFECTIVE EXPRESSION Writing to Sources: News** Article Students write a news article of the story. Speaking and Listening: **Discussion** Students hold a group discussion about their research findings. Conventions and Style: Coordinating Conjunctions (RP).) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.











		Selection Test: Brown v. Board of Education: Opinion of the Court  STANDARDS RI.11-12.4; RI.11-12.5; RI.11- 12.10; L.11-12.1; L.11-12.3; L.11-12.4.b; L.11-12.6		
myPerspectives ELL Support		1 Audio Cummany	Audio Cummany	Word Study Cognotos
Audio Summary  The Story of an Hour: Accessible Leveled Text	Word Study: Denotation and Connotation (RP) (TE p 356) Analyze Craft and Structure: Development of Theme (RP) (TE p 357) Conventions and Style: Author's Choices: Irony (RP) (TE p 358) Speaking and Listening: Group Discussion (RP) (TE p 359) Personalize for Learning English Language Support: Classroom Discussion (TE p 359) English Language Support Lesson: Classroom Discussion (On Realize)	Audio Summary  Brown v. Board of Education: Opinion of the Court: Accessible Leveled Text  Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 368)  Conventions and Style: Coordinating Conjunctions (RP) (TE p 369)  Personalize for Learning English Language Support: Context clues (TE p 361)  Personalize for Learning English Language Support: Text Structure of a Legal Document (TE p 362)  Personalize for Learning English Language Support: Text Structure of a Legal Document (TE p 362)	Audio Summary  Was Brown v Board a Failure?: Accessible Leveled Text	Word Study: Cognates (RP) (TE p 375) Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 376) Conventions and Style: Subordinating Conjunctions (RP) (TE p 377)  Personalize for Learning English Language Support: Using Historical Reference (TE p 379)

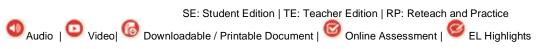


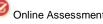


iLit ELL Level F		Personalize for Learning Language Support: Sentence Variety (TE p 370)  English Language Support Lesson: Conjunctions (On Realize)		
iLit Library Changing Times: Women in the Early Twentieth Century  Theme (examples) Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud	iLit Library Changing Times: Women in the Early Twentieth Century  Theme (examples) Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time  Summarize and Identify Theme Unit 3 Lesson 9: Read Aloud, Think Aloud	iLit Library Brown v. Board of Education of Topeka We've Got a Job Inequality in America We Shall Overcome The Civil Rights Movement & Vietnam  Context Clues Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud  Determine Text Structure Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time	iLit Library Brown v. Board of Education of Topeka We've Got a Job Inequality in America We Shall Overcome The Civil Rights Movement & Vietnam  Research a Topic Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up	iLit Library Brown v. Board of Education of Topeka We've Got a Job Inequality in America We Shall Overcome The Civil Rights Movement & Vietnam  Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time









DAY 24, 25, 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASKS:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
SPEAKING AND LISTENING	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
& RESEARCH				
PRESENTATION (See note				
on pg. 47)				
05 070 004	SE pp 382-383	SE pp 384-386	SE pp 387-389	SE pp 390-391
SE pp 372-381	Facetial Constitut	MAKING MEANING	DEDECOMANOE DAGED	DEDECOMANOE DAGED
PERFORMANCE TASK:	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
SPEAKING AND LISTENING	In what ways does the struggle for freedom change	   First-Read Guide	ASSESSMENT PREP	ASSESSMENT
Panel Discussion	with history?	Students Notice, Annotate,	Review Evidence for an	Speaking and Listening:
As a group, students hold a	With History:	Connect, Respond as they	Informative Essay	Podcast
panel discussion and make a	Independent Learning	read the selection the first	Students evaluate the	Students use their essay to
video recording of the	Strategies	time.	strength of their evidence	create a podcast.
discussion.	Create a Schedule			l croate a pouduit
	Practice what you have	First-Read Guide	Evidence Log	Reflect on the Unit
Plan with Your Group	learned		Students add notes and	Students reflect on Unit goals,
Students analyze the text,	Take Notes	Close-Read Guide	evidence that will be used to	learning strategies, and the
gather evidence, and	Take Notes	Close Read Guide	inform the Performance-	text.
organize ideas for the	•		Based Assessment.	_
presentation.	Independent Learning	Close Read the Text		Reflect on the Unit
Delegation of the second	Strategies	Students will review the Close	Writing to Sources:	Treflect of the offic
Rehearse with Your Group		Read Model and complete the	Informative Essay	00
Students practice the discussion, fine-tune the	Table of Contents Preview	close read sections in the	Students will write an informative essay exploring	
content, improve use of	Preview the selections in the unit and discuss how they	selection.	what motivates people to	07.110.000
media and brush-up on	relate to the EQ and unit	Analyza the Tayt	struggle for change.	STANDARDS
presentation technique.	topic.	Analyze the Text Students will respond to	Struggle for charige.	SL.11-12.1.a
procentation toominguo.		questions about the text,	Informative Text Rubric	
Present and Evaluate	Contents	citing textual evidence.	Students use the rubric to	
Students present as a group		citing textual evidence.	guide their revisions.	
and use checklist items to		Quick Write		
evaluate.		Students write about a	STANDARDS	
		paragraph that grabbed their	W.11-12.2.a-f; W.11-12.9;	
STANDARDS		interest.	W.11-12.10	
SL.11-12.1.a; SL.11-12.4;				
SL.11-12.6		Share Your Independent		
		Learning		
PERFORMANCE TASK:		Students share what they		
RESEARCH		learned from independent		
PRESENTATION		learning with a group and reflect on how it adds to their		
		understanding of the struggle		
Research Presentation		for freedom.		
As a group, read primary		ioi iiocaoiii.		
sources students hold a panel				







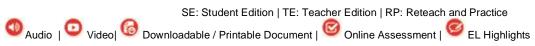


discussion and make a video recording of the discussion.  Plan with Your Group Students analyze and discuss the primary sources, perform additional research, formulate a research question, and synthesize their findings to present.		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
Primary Source Documents From Mary Chesnut's Civil War by Mary Chesnut				
Recollections of a Private by Warren Lee Goss				
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.				
myPerspectives ELL Support				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Support the Task (TE p 387)	
iLit ELL Level F				
Presentations and Projects Unit 1 Lesson 4: Work Time	Take Notes Unit 1 Lesson 4: Work Time	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud	Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time	Presentation Practice Unit 6 Lesson 35: Work Time Unit 6 Lesson 36: Work Time
Make and Listen to a Presentation Unit 2 Lesson 38: Whole Group; Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation	Summarize Text Unit 2 Lesson 41: Whole Group	Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time	Organizing and Planning a Presentation Unit 5 Lesson 8: Work Time











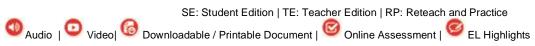


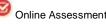
		Unit 2 Lesson 43: Whole	Assignments (examples)	
Rules for Conversation	Classroom Conversation	Group, Work Time	Unit 2 Lessons 1–5: Write an	Presentations and Projects
Routine	(examples)	Unit 2 Lesson 44: Read	Explanatory Paragraph	Unit 1 Lesson 4: Work Time
Unit 1 Lesson 2: Classroom	Unit 4 Lesson 2: Classroom	Aloud, Think Aloud	Unit 2 Lessons 31–35: Write	
Conversation	Conversation		an Explanatory Essay	Make and Listen to a
	Unit 4 Lesson 29: Classroom	Make Inferences and	Unit 4 Lessons 11–15: Write	Presentation
Classroom Conversation	Conversation	Predictions	an Explanatory Paragraph	Unit 2 Lesson 38: Whole
(examples)	Unit 6 Lesson 42: Classroom	Unit 2 Lesson 3: Read Aloud,	Unit 6 Lessons 21–25: Write	Group; Work Time
Unit 4 Lesson 2: Classroom	Conversation	Think Aloud	an Explanatory Paragraph	•
Conversation		Unit 6 Lesson 20: Work Time		Assignments
Unit 4 Lesson 29: Classroom				Unit 2 Lessons 36-40:
Conversation		iLibrary		Present an Explanatory
Unit 6 Lesson 42: Classroom		All texts		Essay
Conversation				Unit 3 Lesson 6-10: Respond
				to a Performance
Whole Class/Small Group				
Discussion (examples)				
Unit 4 Lesson 2: Classroom				
Conversation				
Unit 4 Lesson 29: Classroom				
Conversation				











GRADE 11 | UNIT 4: Grit and Grandeur

ESSENTIAL QUESTION: What is the relationship between

literature and place?

PERFORMANCE BASED ASSESSMENT: Explanatory Essay

NOTES:

#### **INSTRUCTIONAL MODEL**

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

#### IMPORTANT NOTES

- Don't forget Accessible Leveled Texts on Realize are in the Unit Resources.
- myPerspectives+ and 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 about places that can be described with the words grit and grandeur.

#### **Unit Goals**

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about the importance of place.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory text that develops a topic thoroughly and includes evidence from research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices, including those regarding sentence variety, figurative language, and diction.
- Correctly use dashes and hyphens.
- 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

Planning Your Trip to Gold Country (1220L)

#### Whole-Class Learning

- Historical Perspectives: Focus Period 1880-1920: Bright Horizons, Challenging Realities
- Anchor Text, Memoir: from Life on the Mississippi, Mark Twain, (1060L)
- Anchor Text, Short Story: The Notorious Jumping Frog of Calaveras County, Mark Twain (1190L)
- Anchor Text, Short Story: A White Heron, Sarah Orne Jewett (1250L)

### Small-Group Learning

- Literary Criticism: A Literature of Place, Barry Lopez (1220L)
- Media, Fine Art Gallery: American regional Art, Poetry Collection: The Good Life, Tracy K. Smith (NP)

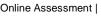














- Autobiography: from Dust Tracks on a Road, Zora Neale Hurston (920L)
- Poetry Collection 1: Chicago/Wilderness, Carl Sandburg (NP)
- Medea, Photo Gallery: Sandburg's Chicago
- Poetry Collection 2: In the Longhouse, Oneida, Museum, Roberta Hill (NP)
- Poetry Collection 2: Cloudy Day, Museum, Jimmy Santiago Baca (NP)
- Memoir: Introduction from The Way to Rainy Mountain, N. Scott Momaday (1020L)

#### Independent Learning

- Short Story: The Rockpile, James Baldwin, (820L)
- Poetry: The Latin Deli: An Ars Poetica, Judith Ortiz Cofer (NP)
- Essay: *Untying the Knot*, Annie Dillard (1170L)
- Poetry Collection 3: The Wood-Pile/Birches, Robert Frost (NP)

#### **Performance-Based Assessment**

Part 1 - Writing to Sources: Explanatory Essay

Students will write an essay on the following topic:

What makes certain places live on in our memory?

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, how places are used in the literature, how they inspire us, and what makes certain places live on in our memories.

UNIT INTRODUCTION  OVERVIEW Whole-Class Learning  SELECTION Historical Perspective Focus Period 1880-1920  SE pp 400-401  SE pp 400-401  SE pp 400-405  SE pp 406-413  SE pp 406-413  SE pp 414-415  Unit Goals Students will deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary analyze; subordinate; literal; determine; trivialize  Whole-Class Learning Strategies  Clarify by asking questions  Monitor understanding Interact and share ideas  Whole-Class Learning Strategies  Listen actively  Clarify by asking questions  Monitor understanding Interact and share ideas  Whole-Class Learning Strategies  Listen actively  Mole-Class Learning Strategies  Mole-Class Learning Strategies  Listen actively  Mole-Class Learning Strategies  Making Meaning  Concept Vocabulary gilded; ornamented; grandeur; picturesquely; exalted; eminence  Students vill respond to a different region or cultural background.  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction  Read the Selection  Active the EQ and unit topic.  Analyze Craft and Structure: Author's Purpose Students complete activitie and respond to questions about the text, citing textual evidence.  Analyze Craft and Structure: Author's Purpose Students of the microscope to the point of th	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Unit Goals Students will deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Unit Goals Video  Academic Vocabulary analyze; subordinate; literal; determine; trivialize  Home Connection Letter  Spanish Home Connection Letter  Spanish Home Connection Letter  Unit 4 Answer Key  Unit 4 Answer Key  Sesential Question  What is the relationship between literature and place?  Whole-Class Learning Strategies  Listen actively Clarify by asking questions  Making MEANING  Concept Vocabulary gilded; ornamented; grandeur; picturesquely; exalted; eminence expressed by someone of a different region or cultural background.  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Whole-Class Learning Strategies  Monitor understanding Interact and share ideas  Whole-Class Learning Strategies  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.  Table of Contents Preview preview preview prelate to the EQ and unit topic.  Table of Contents Preview preview preview prelate to the EQ and unit topic.  Table of Contents Preview pr		OVERVIEW	SELECTION Historical Perspective	SELECTION Anchor Text From Life on the Mississippi	SELECTION Anchor Text From Life on the Mississippi
Students will deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting.  Unit Goals Video  **Academic Vocabulary analyze; subordinate; literal; determine; trivialize  **Mone Connection Letter**  Spanish Home Connection Letter*  Unit 4 Answer Key  **What is the relationship between literature and place?*  Whole-Class Learning Strategies  Listen actively  Clarify by asking questions  Monitor understanding  Interact and share ideas  Whole-Class Learning Strategies  Monitor understanding  Interact and share ideas  Whole-Class Learning Strategies  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.  **CHALLENGING RÉALITIES  Concept Vocabulary gilded; ornamented; grandeur; picturesquely; exalted; eminence  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  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.  Launch Text  Concept Vocabulary gilded; ornamented; grandeur; picturesquely; exalted; eminence  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Students discuss why they think the place where someone lives was and still is of such importance.  Launch Text  Concept Vocabulary gilded; ornamented; grandeur; picturesquely; exalted; eminence  Students Notice, Annotate, Connect, Respond as they read the selection the first time.  Students vill review the Cless Close read sections in the selection for the prode students discuss why they think the place where someone lives was and still is of such importance.  Literature Selections  Students discuss why and how place plays such an important role in literature.  Students discuss why and how place plays such an important role in literature.	SE pp 392-399	SE pp 400-401	SE pp 402-405	SE pp 406-413	SE pp 414-415
They will then be able to discuss grit and grandeur.  Comprehension Check Students complete  Structure: Author's Purpos Analyze Craft and	Students will deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary analyze; subordinate; literal; determine; trivialize  Home Connection Letter  Spanish Home Connection Letter  Unit 4 Answer Key  Launch Text Students will read "Planning Your Trip to Gold Country". They will then be able to discuss grit and grandeur.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of	What is the relationship between literature and place?  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	Voices of the Period Students read quotes that relate to the sense of place expressed by someone of a different region or cultural background.  History of the Period Students discuss why they think the place where someone lives was and still is of such importance.  Literature Selections Students discuss why and how place plays such an	Concept Vocabulary gilded; ornamented; grandeur; picturesquely; exalted; eminence  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction  Read the Selection  Selection Audio  from Life on the Mississippi: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  from Life on the Mississippi: First Read Extension Questions  Research to Clarify Students research one	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze Craft and Structure: Author's Purpose Students complete activities analyzing humorous and non- humorous details.  Analyze Craft and Structure: Author's Purpose Analyze Craft and Structure: Author's Purpose Analyze Craft and Structure: Author's Purpose (RP)  STANDARDS





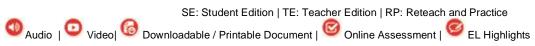


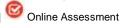
Launch Activity Students participate in an activity related to the unit theme.  QuickWrite Students write a response to the QuickWrite prompt: Should the opinions of others			Research to Explore Students research to find out why the Mississippi steamboats were essential to the economy of late- nineteenth-century America.  STANDARDS RI.11-12.10	
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 L.11-12.6				
myPerspectives ELL Support				
Personalize for Learning English Language Support: Cognates (TE p 395)		Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 403)	Audio Summary from Life on the Mississippi: Accessible	Analyze Craft and Structure: Author's Purpose (RP) (TE p 415)
Personalize for Learning English Language Support: Transitional Words (TE p 396)		Personalize for Learning English Language Support: Connotation/Denotation (TE p 404)	Leveled Text  Personalize for Learning English Language Support: Compare and Contrast (TE p 409)	Personalize for Learning English Language Support: Figurative Language (TE p 415)
Personalize for Learning English Language Support: Understanding Context (TE p 399)			Personalize for Learning English Language Support: Expanding Noun Phrases (TE p 412)	









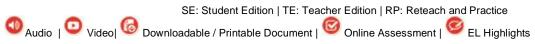




iLit ELL Level F				
Summarize (examples)	Rules for Conversation	Main Idea and Details	iLit Library	iLit Library
Unit 2 Lesson 41: Whole	Routines	Unit 2 Lesson 41: Whole	The Adventures of Tom	The Adventures of Tom
Group	Unit 1 Lesson 2: Classroom	Group	Sawyer	Sawyer
Unit 2 Lesson 43: Whole	Conversation		The Prince and the Pauper	The Prince and the Pauper
Group, Work Time		Summarize Text	The Adventures of	The Adventures of
Unit 2 Lesson 44: Read	Classroom	Unit 2 Lesson 41: Whole	Huckleberry Finn	Huckleberry Finn
Aloud, Think Aloud	Conversation (examples)	Group	Courage	Courage
Unit 2 Lesson 44: Read	Unit 4 Lesson 2: Classroom	Unit 2 Lesson 43: Whole	Our Children and Great	Our Children and Great
Aloud, Think Aloud	Conversation	Group, Work Time	Discoveries	Discoveries
Unit 4 Lesson 16: Whole	Unit 4 Lesson 29: Classroom			
Group	Conversation		Compare and Contrast	Recognize Author's
Unit 6 Lesson 42: Read	Unit 6 Lesson 42: Classroom		Unit 4 Lesson 11: Work Time	Purpose
Aloud, Think Aloud	Conversation		Unit 4 Lesson 38: Read	Unit 4 Lesson 36: Whole
			Aloud, Think Aloud	Group
				Unit 6 Lesson 20: Work Time
				Figurative Language
				Unit 3 Lesson 4: Work Time
				Unit 4 Lesson 12: Work Time
	1			











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 Life on the Mississippi	The Notorious Jumping Frog	The Notorious Jumping Frog	The Notorious Jumping Frog	A White Heron
Mark Twain	of Calaveras County	of Calaveras County	of Calaveras County	Sarah Orne Jewett
	Mark Twain	Mark Twain	Mark Twain	
05 440 447	05 440 400	05 407 400	05 400 404	05 400 444
SE pp 416-417 LANGUAGE	SE pp 418-426 MAKING MEANING	SE pp 427-429 MAKING MEANING	SE pp 430-431 EFFECTIVE EXPRESSION	SE pp 432-444 MAKING MEANING
DEVELOPMENT	MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION	MAKING MEANING
DEVELOPMENT	Concept Vocabulary	Analyze Craft and	Writing to Compare:	Concept Vocabulary
Concept Vocabulary	garrulous; exasperating;	Structure: Point of View	Explanatory Text	dilatory; loitered; hospitality;
Students complete activities	tedious; monotonous;	Students record and explain	Students write an essay	squalor; hermitage; quaint
related to the Concept	interminable; buttonholed	examples of hyperbole in the	exploring humor displayed in	Squaior, nermitage, quaint
Vocabulary words:		reading.	Twain's narratives.	First Read
gilded; ornamented;	First Read			Students Notice, Annotate,
grandeur; picturesquely;	Students Notice, Annotate,	Analyze Craft and	Writing to Compare:	Connect, Respond as they
exalted; eminence	Connect, Respond as they	Structure: Point of View	Explanatory Text	read the selection the first
	read the selection the first	Analyze Craft and	Fridance Lan	time.
Word Study: Suffix: -esque	time.	Structure: Point of View (RP)	Evidence Log Students add notes and	First-Read Guide: Fiction
Students complete activities	First-Read Guide: Fiction	,	evidence that will be used to	First-Read Guide. Fiction
related to the suffix -esque	First-Read Guide. Fiction	LANGUAGE	inform the Performance-	Read the Selection
Concept Vocabulary and	Read the Selection	DEVELOPMENT	Based Assessment.	
Word Study			Badda / todddoiniont.	Selection Audio
	Selection Audio	Concept Vocabulary	@@	A White Heron:
Word Study Suffix: -esque	The Notorious Jumping	Students complete activities	Selection Test: The	Accessible Leveled Text
(RP)	Frog of Calaveras County:	related to the Concept	Notorious Jumping Frog of	Accessible Leveled Text
Wand Naturally	Accessible Leveled Text	Vocabulary words:	Calaveras County	Comprehension Check
Word Network Students add new words to	7.00000.000	garrulous; exasperating; tedious; monotonous;	STANDARDS	Students complete
their Word Network as they	Comprehension Check	interminable; buttonholed	W.11-12.2; W.11-12.2.a;	comprehension questions.
read texts in the unit.	Students complete	Interminable, buttormoled	W.11-12.2, W.11-12.2.a, W.11-12.2.b; W.11-12.5	·
read texts in the drift.	comprehension questions.	Word Study: Denotation	VV.11-12.2.D, VV.11-12.5	
Author's Style: Words and		and Connotation		Extension Questions
Phrases	The Notorious Jumping	Students complete activities		Extension Questions
Students complete activities	Frog of Calaveras County:	relating to denotation and		Research to Clarify
identifying types of diction	First Read Extension	connotation.		Students research one
and tone Twain uses in the	Questions	(Company) Variable dame and		unfamiliar detail from the text.
reading.		Concept Vocabulary and Word Study		
Author's Style: Words and	Research to Clarify	3		Research to Explore
Phrases	Students research one	Word Study: Denotation		Students research Sarah
	unfamiliar detail from the text.	and Connotation (RP)		Orne Jewett's life in the
Author's Style: Words and				Maine woods.
Phrases (RP)	Research to Explore	Word Network		STANDARDS





the Mississippi **STANDARDS** RI.11-12.4: L.11-12.4.b: L.11-12.4.d

Students research life in the nineteenth-century mining camps of the American West.

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** RL.11-12.1: RL.11-12.10

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

Author's Style: Word Choice

Students find examples of dialect.

Author's Style: Word Choice

Author's Style: Word Choice (RP)

**STANDARDS** 

RL.11-12.2; RL.11-12.4; RL.11-12.6; L.11-12.5; L.11-12.5.a; L.11-12.5.b

RL.11-12.10

myPerspectives ELL Support

Word Study Suffix: -esque (RP) (TE p 416)

Author's Style: Words and Phrases (RP) (TE 417)

Personalize for Learning English Language Support: Suffixes (TE p 416)

English Language Support Lesson: Suffixes (On Realize)

Audio Summary

The Notorious Jumping Frog of Calaveras County: Accessible Leveled Text

Personalize for Learning English Language Support: Using Verbs and Verb Phrases (TE p 421)

Personalize for Learning English Language Support: Close Read (TE p 426)

Word Study: Denotation and Connotation (RP) (TE p 428)

Author's Style: Word Choice (RP) (TE p 429)

Personalize for Learning English Language Support: Analyze Hyperbole (TE p 427)

Personalize for Learning English Language Support: **Denotation and Connotation** (TE p 428)

English Language Support Lesson: Denotation and Connotation (On Realize)

Personalize for Learning English Language Support: **Explanatory Texts** (TE p 431)

Audio Summary A White Heron: Accessible Leveled Text

Personalize for Learning English Language Support: Complex Syntax (TE p 434)

Personalize for Learning English Language Support: Figurative Language (TE p 440)

Personalize for Learning **English Language Support:** Parts of Speech (TE p 442)











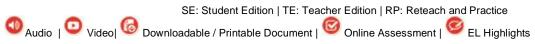


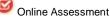
iLit ELL Level F	iLit ELL Level F				
iLit Library	iLit Library	iLit Library	iLit Library	iLit Library	
The Adventures of Tom	The Adventures of Tom	The Adventures of Tom	The Adventures of Tom	Great American Short Stories	
Sawyer	Sawyer	Sawyer	Sawyer	I: Sarah Orne Jewett	
The Prince and the Pauper	The Prince and the Pauper	The Prince and the Pauper	The Prince and the Pauper		
The Adventures of	The Adventures of	The Adventures of	The Adventures of	Figurative Language	
Huckleberry Finn	Huckleberry Finn	Huckleberry Finn	Huckleberry Finn	(examples)	
Courage	Courage	Courage	Courage	Unit 2 Lesson 25: Whole	
Our Children and Great	Our Children and Great	Our Children and Great	Our Children and Great	Group	
Discoveries	Discoveries	Discoveries	Discoveries	Unit 3 Lesson 2: Wrap Up	
				Unit 3 Lesson 3: Whole	
Suffixes (Examples)	Analyze Theme (examples)	Understand Connotation	Write Explanatory Text	Group	
Unit 2 Lesson 4: Vocabulary	Unit 2 Lesson 26: Whole	and Denotation	Unit 2 Lesson 5: Work Time	Unit 3 Lesson 4: Work Time	
Unit 4 Lesson 2: Vocabulary;	Group	Unit 4 Lesson 26: Whole	Unit 2 Lesson 35: Work Time	Unit 4 Lesson 12: Work Time	
Work Time	Unit 2 Lesson 29: Work Time	Group	Unit 4 Lesson 14: Work Time		
Unit 4 Lesson 43: Vocabulary	Unit 6 Lesson 37: Read	Unit 4 Lesson 27: Read	Unit 6 Lesson 24: Work Time		
Unit 6 Lesson 29: Vocabulary	Aloud, Think Aloud	Aloud, Think Aloud			











DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Anchor Text	Anchor Text	Anchor Text	WRITING FOCUS	WRITING FOCUS
A White Heron	A White Heron	A White Heron	Write an Explanatory Essay	Write an Explanatory Essay
Sarah Orne Jewett	Sarah Orne Jewett	Sarah Orne Jewett		
05 444 445	05 440 447	05 440 440	05 450 454	05 455 457
SE pp 444-445 MAKING MEANING	SE pp 446-447  LANGUAGE	SE pp 448-449  EFFECTIVE EXPRESSION	SE pp 450-454 PERFORMANCE TASK	SE pp 455-457 LANGUAGE
MAKING MEANING	DEVELOPMENT	EFFECTIVE EXPRESSION	PERFORMANCE TASK	DEVELOPMENT: STYLE
Close Read the Text	DEVELOPMENT	Writing to Sources: Critical	Write an Explanatory Essay	DEVELOPMENT: STILE
Students will review the Close	Concept Vocabulary	Analysis	Students write an essay	Add Variety: Vary Syntax
Read Model and complete the	Students complete activities	Students write a critical	answering how American	Students look for examples
close read sections in the	related to the Concept	analysis of the story.	authors use regional details to	that show some of the ways
selection.	Vocabulary words:		make the events and themes	in which writers vary syntax.
	dilatory; loitered; hospitality;	Writing to Sources:	of a narrative come to life for	in winon winters vary syntax.
Close Read the Text	squalor; hermitage; quaint	Critical Analysis	readers.	Revising
	oqualor, riommago, qualit	Writing to Sources:	Toddoro.	Students evaluate and revise
Analyze the Text	Word Study: Latin Root	Critical Analysis (RP)	PreWriting/Planning	draft utilizing peer reviews.
Students will respond to	Word: hospes	Cittical Arialysis (KF)	Students formulate a thesis	
questions about the text,	Students complete activities	Speaking and Listening:	statement, gather evidence,	Editing and Proofreading
citing textual evidence.	relating to the Latin root word	Debate	and evaluate evidence.	Students edit for conventions
	hospes.	Students hold a debate about		and proofread for accuracies.
Analyze Craft and		the story.	Drafting	•
Structure: Thematic	Concept Vocabulary and		Students organize and write a	Publishing and Presenting
Development	Word Study	Speaking and Listerling.	first draft.	Students create a final
Students complete activities	Word Study: Latin Root	Debate		version of their essay and
to analyze themes, imagery, and symbols in the reading.	Word: hospes (RP)	Speaking and Listening:	STANDARDS	share in small groups.
	, ,	Debate (RP)	W.11-12.2.a-f; W.11-12.10	
Analyze Craft and	Word Network	Debate (Kt.)		Reflecting
Structure: Thematic	Students add new words to	Evidence Log		Students reflect on their
Development	their Word Network as they	Students add notes and		explanatory essays.
Analyze Craft and	read texts in the unit.	evidence that will be used to		OTANDA DDO
Structure: Thematic		inform the Performance-		STANDARDS
Development (RP)	Conventions and Style:	Based Assessment.		W.11-12.2.c; W.11-12.2.e;
Development (Rt )	Sentence Variety			W.11-12.5; L.11-12.3.a
STANDARDS	Students identify types of	Selection Test: The		
RL.11-12.1; RL.11-12.2	sentences.	White Heron		
	Conventions and Style:	vilile Helon		
	Sentence Variety	STANDARDS		
		RL.1-12.5; SL.11-12.1.c		
	Conventions and Style:	IXE. 1-12.3, OE. 11-12.1.0		
	Sentence Variety (RP)			
	STANDARDS			



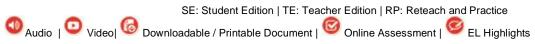


	L.11-12.3; L.11-12.4.c; L.11- 12.4.d			
myPerspectives ELL Support				
Analyze Craft and Structure: Development of Theme (RP) (TE p 445)  Personalize for Learning English Language Support: Difficult Concepts (TE p 444)	Word Study: Latin Root Word: hospes (RP) (TE p 446) Conventions and Style: Sentence Variety (RP) (TE p 447)  Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 446)  English Language Support Lesson: Multiple- Meaning Words (On Realize)	Writing to Sources: Critical Analysis (RP) (TE p 448) Speaking and Listening: Debate (RP) (TE p 449)  Personalize for Learning English Language Support: Background Knowledge (TE p 448)  Personalize for Learning English Language Support: Explain Ideas (TE p 449)	Personalize for Learning English Language Support: Passive Voice (TE p 452)  Personalize for Learning English Language Support: Adjectives to Describe (TE p 453)	Personalize for Learning English Language Support: Expand Vocabulary (TE p 457)
iLit ELL Level F				
iLit Library Great American Short Stories I: Sarah Orne Jewett  Analyze Theme (examples) Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud	iLit Library Great American Short Stories I: Sarah Orne Jewett  Multiple Meanings Unit 2 Lesson 2: Vocabulary Unit 6 Lesson 37: Vocabulary Unit 7 Lesson 3: Vocabulary Unit 2 Lesson 30: Whole Group  Vary Sentence Structure Unit 2 Lesson 33: Whole Group	iLit Library Great American Short Stories I: Sarah Orne Jewett  Debate an Issue Unit 6 Lessons 42–43: Work Time  Make Inferences (examples) Unit 2 Lesson 20: Work Time Unit 2 Lessons 22–23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 29: Read Aloud, Think Aloud; Work Time	Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  Assignments (examples) Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph	Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  Assignments (examples) Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph









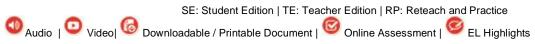


DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	A Literature of Place	American Regional Art	from Dust Tracks on a Road	from Dust Tracks on a Road
. 3	Barry Lopez	3	Zora Neale Hurston	Zora Neale Hurston
	, , , , , , , , , , , , , , , , , , ,			
SE pp 458-461	SE pp 462-471	SE pp 472-479	SE pp 480-488	SE pp 489-491
Essential Question	MAKING MEANING	MAKING MEANING	MAKING MEANING	LANGUAGE
What is the relationship				DEVELOPMENT
between literature and place?	Concept Vocabulary	Media Vocabulary	Concept Vocabulary	
	discern; temporal; spatial	realism; romanticism;	self-assurance; forward;	Concept Vocabulary
Small-Group Learning		impressionism; palette;	brazenness	Students complete activities
Strategies	First Read	perspective		related to the Concept
<ul> <li>Prepare</li> </ul>	Students Notice, Annotate,		First Read	Vocabulary words:
Participate Fully	Connect, Respond as they	First Review	Students Notice, Annotate,	self-assurance; forward;
Support Others	read the selection the first	Students Look, Note, Connect,	Connect, Respond as they	brazenness
Clarify	time.	Respond as they read the	read the selection the first	
		selection the first time.	time.	Word Study: Multiple-
Small-Group Learning	First-Read Guide:			Meaning Words
Strategies	Nonfiction	First-Review Guide: Media:	First-Read Guide:	Concept Vocabulary and
	Nonnetion	Art/Photography	Nonfiction	Word Study
Table of Contents Preview	Read the Selection	Art/Priotography	Nonnetion	
Preview the selections in the		Read the Selection	Read the Selection	Word Study: Multiple-
unit and discuss how they	Selection Audio			Meaning Words (RP)
relate to the EQ and unit		Selection Audio	Selection Audio	, ,
topic.	A Literature of Flace.		6 turns Durch Turnslander	Word Network
	Accessible Leveled Text	A Literature of Place:	from Dust Tracks on a	Students add new words to
Working as a Team	Community on all and Observe	Accessible Text	Road: Accessible Leveled	their Word Network as they
<ul> <li>Take a position</li> </ul>	Comprehension Check	Communication Charle	Text	read texts in the unit.
List your rules	Students complete	Comprehension Check	Communication Charle	
<ul> <li>Apply the rules</li> </ul>	comprehension questions.	Students complete	Comprehension Check	Analyze Craft and
Name your group	A Literature of Place: First	comprehension questions.	Students complete	Structure: Literary
Create a communication	Read Extension Questions	A Literature of Place: First	comprehension questions.	Nonfiction
plan		Read Extension Questions	from Dust Tracks on a	Students analyze use of
,	Research to Explore		Road: First Read Extension	literary elements in the
Making a Schedule	Students conduct research to	Research to Explore	Questions	excerpt.
Students make a schedule	find photos of the Southern	Students conduct research		Analyze Craft and
with group for completing	California landscape.	about one of the artists from the	Research to Clarify	Structure: Literary Nonfiction
tasks.	·	gallery and formulate a research	Students research one	
	Close Read the Text	question.	unfamiliar detail from the text.	Analyze Craft and
Working on Group Projects	Students will review the Close			Structure: Literary Nonfiction
Students choose specific		Close Review	Research to Explore	(RP)
roles for each member.	close read sections in the		Students conduct research to	
	selection.		learn how author Alice Walker	
	selection.		learn how author Alice Walker	













### 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: discern; temporal; spatial

### Word Study: Latin Suffix: -al

Concept Vocabulary and Word Study

Word Study: Latin Suffix: -al (RP)

#### **Word Network**

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

## **Analyze Craft and** Structure: Author's Choices: Central Ideas and Voice

Students identify central ideas and supporting details in the reading.

Analyze Craft and Structure: Author's Choices: Central Ideas and Voice

Students will revisit the artwork and record any new observations.

Close-Review Guide: Media: Art/ Photography

## Analyze the Media

Students will respond to questions about the artwork.

Analyze the Media

#### LANGUAGE DEVELOPMENT

### Media Vocabulary

Students complete activities related to the Media Vocabulary words:

realism; romanticism; mpressionism; palette; perspective

Media Vocabulary

## EFFECTIVE EXPRESSION

## Writing to Compare: Interpretive Essay

Students an essay interpreting the story the artwork is trying to tell.

Writing to Compare: Interpretive Essay

Writing to Compare: Interpretive Essay (RP)

# Evidence Log

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

brought back the forgotten writing of Zora Neale Hurston.

#### 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**

RI.11-12.10; L.11-12.4.b

# Author's Style: Figurative Meanings

Students locate idioms and overstatements in the reading.

Author's Style: Figurative Meanings

Author's Style: Figurative Meanings (RP)

#### **EFFECTIVE EXPRESSION**

## Speaking and Listening: **Oral Presentation**

Students will give a presentation based on the events in the excerpt.

Speaking and Listening: Oral Presentation

Speaking and Listening: Oral Presentation (RP)

#### **Evidence Loa**

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

Selection Test: from Dust Tracks on the Road

#### **STANDARDS**

RI.11-12.6; SL.11-12.6; L.11-12.4: L.11-12.5















	Analyze Craft and Structure: Author's Choices: Central Ideas and Voice (RP)  Conventions and Style: Punctuation Students use dashes and hyphens to strengthen their writing.  Conventions and Style: Punctuation  Conventions and Style: Punctuation  Conventions and Style: Punctuation (RP)  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Selection Test: A Literature of Place  STANDARDS RI.11-12.10; L.11-12.2; L.11-	STANDARDS W.11-12.2; W.11-12.9; L.11- 12.6		
D	12.2.a; L.11-12.4; L.11- 12.4.a; L.11-12.4.b			
myPerspectives ELL Support	<u> </u>			<u> </u>
	Audio Summary  A Literature of Place: Accessible Leveled Text  Word Study: Latin Suffix: -al (RP) (TE p 469)  Analyze Craft and Structure: Author's Choices: Central Ideas and Voice (RP) (TE p 470)		Accessible Leveled Text  Personalize for Learning English Language Support: Summarize (TE p 485)  Personalize for Learning English Language Support: Close Read (TE p 487)	Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 489) Author's Style: Figurative
O Audio		ion   TE: Teacher Edition   RP: Reteac Document   Online Assessment		Page <b>81</b> of <b>131</b>











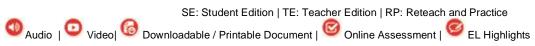


	Conventions and Style: Punctuation (RP) (TE p 471)  Personalize for Learning English Language Support: Main Idea and Details (TE p 466)  Personalize for Learning English Language Support: Transitional Words and Phrases (TE p 470)  Personalize for Learning English Language Support: Identifying Hyphens, En Dashes, and Em Dashes (TE p 471)  English Language Support Lesson: Punctuation (On Realize)			(TE p 491)  Personalize for Learning English Language Support: Write a Memoir (TE p 489)  Personalize for Learning English Language Support: Understanding Figurative Meanings (TE p 490)  English Language Support Lesson: Figurative Meanings (On Realize)
iLit ELL Level F Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Commas in Sentences Unit 6 Lesson 5: Work Time  Hyphenated Compounds Unit 2 Lesson 15: Vocabulary  Determine Main Idea and Details Unit 2 Lesson 41: Whole Group  Summarize Text Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud	Compare and Contrast Unit 4 Lesson 11: Work Time Unit 4 Lesson 38: Read Aloud, Think Aloud	iLit Library (selections by Hurston) Forty Yards Lawing and Jawing Woofing  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 43: Whole Group Unit 4 Lesson 43: Whole Group	iLit Library (selections by Hurston) Forty Yards Lawing and Jawing Woofing  Figurative Language Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time











DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Chicago/Wilderness	Sandburg's Chicago	In the Longhouse, Oneida	In the Longhouse, Oneida	Introduction from The Way to
Carl Sandburg		Museum	Museum	Rainy Mountain
_		Roberta Hill	Roberta Hill	N. Scott Momaday
		Cloudy Day	Cloudy Day	
		Jimmy Santiago Baca	Jimmy Santiago Baca	
SE pp 492-501	SE pp 502-509	SE pp 510-517	SE pp 517-519	SE pp 520-531
MAKING MEANING	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
WAKING WEANING	WAKING WEANING	WAKING WEANING	DEVELOPMENT	WAKING WEANING
Concept Vocabulary	Media Vocabulary	Concept Vocabulary	DEVELOT MENT	Concept Vocabulary
brawling; wanton; cunning	focal point; depth of field;	strife; sinister; vigilant	Concept Vocabulary	reverence; rites; deicide
	foreground and background	,g	Students complete activities	
First Read		First Read	related to the Concept	First Read
Students Notice, Annotate,	First Review	Students Notice, Annotate,	Vocabulary words:	Students Notice, Annotate,
Connect, Respond as they	Students Look, Note,	Connect, Respond as they read	strife; sinister; vigilant	Connect, Respond as they
read the selection the first	Connect, Respond as they	the selection the first time.		read the selection the first
time.	read the selection the first	_	Word Study: Etymology	time.
	time.	First-Read Guide: Poetry	Concept Vocabulary and	
First-Read Guide: Poetry	•	The read Canality	Word Study	First-Read Guide:
,	First-Review Guide:	Read the Selection		Nonfiction
Read the Selection	Media: Art/Photography	Selection Audio	Word Study: Etymology	
Selection Audio			(RP)	Read the Selection
	Read the Selection	In the Longhouse, Oneida	Word Network	Selection Audio
Chicago/Wilderness:	Selection Audio	Museum/Cloudy Day:	Students add new words to	(A)
Accessible Text		Accessible Text	their Word Network as they	Introduction from The
	Sandburg's Chicago:		read texts in the unit.	Way to Rainy Mountain:
Comprehension Check	Accessible Text	Comprehension Check		Accessible Leveled Text
Students complete comprehension questions.	Comprehension Check	Students complete comprehension questions.	Analyze Craft & Structure:	Comprehension Check
comprehension questions.	Students complete	comprehension questions.	Poetic Devices	Students complete
0	comprehension questions.	0	Students identify examples of	comprehension questions.
Chicago/Wilderness: First		In the Longhouse, Oneida	figurative language from the	
Read Extension Questions	Sandburg's Chicago: First	Museum/Cloudy Day: First Read		Introduction from The
	Read Extension Questions	Extension Questions	Analyze Craft and	Way to Rainy Mountain: First
Research to Clarify		December 6 Clarify	Structure: Poetic Devices	Read Extension Questions
Students research one	MAKING MEANING	Research to Clarify Students research one	Analyze Craft and	Because to Evalere
unfamiliar detail from the text.	Close Review	unfamiliar detail from the text.	Structure: Poetic Devices	Research to Explore Students research to find a
Research to Explore	Students will revisit the	umamiliai uetali IIOIII tile text.	(RP)	photograph of one of the
Students find out more about	photographs and record any	Research to Explore	(131)	places Momaday describes.
the city of Chicago in the	new observations.	Total of to Explore		p.2.555 mornaday dooonboo.
early twentieth century.				Close Read the Text
· · · · · · · · · · · · · · · · · · ·	OF 00 de 1 5 de	on   TF: Teacher Edition   RP: Reteac	hand Bandan	







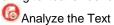
#### Close Read the Text

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.



### LANGUAGE DEVELOPMENT

## Concept Vocabulary

Students complete activities related to the Concept Vocabulary words: brawling; wanton; cunning

# Word Study: Present **Participle**

Concept Vocabulary and Word Study

Word Study: Present Participle (RP)

#### **Word Network**

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

# Analyze Craft & Structure: Language and Meaning

Students analyze imagery, repetition, and personification in the poetry.

Close-Review Guide: Media: Art/ Photography

# Analyze the Media

Students will respond to questions about the artwork.

Analyze the Media

### LANGUAGE **DEVELOPMENT**

# **Media Vocabulary**

Students complete activities related to the Media Vocabulary words: focal point; depth of field; foreground; background

Media Vocabulary

#### **EFFECTIVE EXPRESSION**

# Writing to Compare: Multimedia presentation

Students create a presentation about earlytwentieth Chicago.

Writing to Compare: Multimedia presentation

Writing to Compare: Multimedia presentation RP)

# **Evidence Log**

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

Selection Test: Sandburg's Chicago

Students research the life and work of either Roberta Hill or Jimmy Santiago Baca.

#### 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.11-12.10; L.11-12.4; L.11-12.4.a

# Author's Style: Author's **Choices: Poetic** Conventions

Students identify poetic conventions in each of the poems.

Author's Style: Author's Choices: Poetic Conventions

Author's Style: Poetic Conventions (RP)

### **Evidence Log**

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

Collection

# **STANDARDS**

RL.11-12.5: L.11-12.4.c: L.11-12.5

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.

## LANGUAGE DEVELOPMENT

## Concept Vocabulary

Students complete activities related to the Concept Vocabulary words: reverence; rites; deicide

### Word Study: Latin Roots: -dei- and -cid-

Concept Vocabulary and Word Study

Word Study: Latin Roots: -dei- and -cid-(RP)

#### Word Network

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

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

Students analyze how Momaday combines historical and reflective writing.

Analyze Craft and Structure: Literary Nonfiction

Malyze Craft and















RI.11-2.7; RI.11-12.10; Structure: Literary Nonfiction Analyze Craft and SL.11-12.5; L.11-12.6 (RP) Structure: Language and Meaning Author's Style: Poetic Analyze Craft and Prose Students mark figurative Structure: Language and language or imagery in lines Meaning (RP) of the poem. Author's Style: Poetic Author's Style: Poetic Structure Prose Students analyze line lengths Author's Style: Poetic and ellipsis's form the poems. Prose (RP) Author's Style: Poetic Structure **EFFECTIVE EXPRESSION** Author's Style: Poetic Writing to Compare: Structure (RP) Informative Essay Students write an essay **Evidence Log** examining the role and effects Students add notes and of poetic language in the two evidence that will be used to poems and the memoir inform the Performanceexcerpt. Based Assessment. Writing to Compare: Selection Test: Informative Essay Chicago/Wilderness Evidence Log Students add notes and **STANDARDS** evidence that will be used to RL.11-12.4: RL.11-12.5: inform the Performance-RL.11-12.10; L.11-12.4; L.11-Based Assessment. 12.4.a; L.11-12.4.b; L.11-12.5.a Selection Test: Introduction from The Way to Rainy Mountain **STANDARDS** RI.11-12.4; RI.11-12.6; RI.11-12.10; W.11-12.2; W.11-12.9; L.11-12.4; L.11-12.4.a; L.11-12.4.b

myPerspectives ELL Support

Audio Summary

Chicago/ Wilderness: Accessible Text

Word Study: Present Participle (RP) (TE p 499)

Analyze Craft and Structure: Language and Meaning (RP) (TE p 500)

Author's Style: Poetic Structures (RP) (TE p 501)

Personalize for Learning English Language Support: A Menagerie of Photographs (TE p 497)

Personalize for Learning English Language Support: Determine the Meaning of Words and Phrases (TE p 500)

English Language Support Lesson: Poetic Structures (On Realize) Audio Summary

Personalize for Learning English Language Support: Word Analysis (TE p 504)

Audio Summary

ln the Longhouse, Oneida Museum/Cloudy Day: Accessible Text

Personalize for Learning English Language Support: Multiple Meanings: Shoot (TE p 514)

Word Study: Etymology (RP) (TE p 517)

Analyze Craft and Structure: Poetic Devices (RP) (TE p 518)

Author's Style: Author's Choices: Poetic Conventions (RP) (TE p 519)

Personalize for Learning **English Language Support:** Surrealism (TE p 518)

Personalize for Learning **English Language Support:** Poetic Devices (TE p 519)

English Language Support Lesson: Poetic Devices (On Realize)

Audio Summary

lntroduction from The Way to Rainy Mountain: Accessible Leveled Text

Word Study: Latin Roots: -dei- and -cid- (RP) (TE p 527)

Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 528)

Muthor's Style: Poetic Prose (RP) (TE p 529)

Personalize for Learning English Language Support: Explore a Simile (TE p 525)

Personalize for Learning English Language Support: Reflection (TE p 528)

Personalize for Learning English Language Support: Conveying Meaning Explicitly and Implicitly (TE p 529)

Personalize for Learning English Language Support: Weaving (TE p 530)

English Language Support Lesson: Poetic Prose (On Realize)











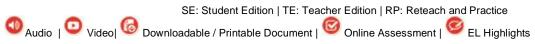


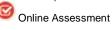
iLit ELL Level F				
iLit Library (selections by	iLit Library (selections by	Introduce: Understand	Introduce: Understand	Determine Main Idea and
Sandburg)	Sandburg)	Poetry	Poetry	Details
Buffalo Dusk	Buffalo Dusk	Unit 7 Lesson 1	Unit 7 Lesson 1	Unit 2 Lesson 41: Whole
The White Horse Boy and the	The White Horse Boy and the			Group
Blue Wind Boy	Blue Wind Boy	Text: "The Butterfly"	Text: "The Butterfly"	·
The Wooden Indian and the	The Wooden Indian and the	Unit 7 Lesson 1, 3	Unit 7 Lesson 1, 3	Summarize Text
Shaghorn Buffalo	Shaghorn Buffalo	·	i i	Unit 2 Lesson 41: Whole
The Two Skyscrapers Who	The Two Skyscrapers Who	Text: "We and They"	"All Good People"	Group
Decided to Have a Child	Decided to Have a Child	(poem)	Unit 7 Lesson 2	Unit 2 Lesson 43: Whole
		Ünit 7 Lesson 2		Group, Work Time
Introduce: Understand	Introduce: Understand		Text: (poem) "But Since	Unit 2 Lesson 44: Read
Poetry	Poetry	Multiple Meanings	You Finally Asked"	Aloud, Think Aloud
Unit 7 Lesson 1	Unit 7 Lesson 1	Unit 2 Lesson 2: Vocabulary Unit 6 Lesson 37: Vocabulary	Unit 7 Lesson 1	













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				
Give an Explanatory Talk				
SE pp 532-533	SE pp 534-535	SE pp 536-538	SE pp 539-541	SE pp 542-543
OL pp 332-333	ου pp 334-333	SE pp 330-338	OL pp 339-341	ου pp 342-343
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
			ASSESSMENT PREP	ASSESSMENT
Speaking and Listening	What is the relationship	First-Read Guide		
Focus: Give an Explanatory	between literature and place?	Students Notice, Annotate,	Review Evidence for an	Speaking and Listening:
Talk	l	Connect, Respond as they	Explanatory Essay	Oral presentation
Students will give a	Independent Learning	read the selection the first	Students evaluate the	Students plan and present a
presentation explaining their understanding of the sense of	Strategies	time.	strength of their evidence	brief three- to five-minute multimedia presentation.
place demonstrated in the	Create a Schedule	First Read Guide	Evidence Log	multimedia presentation.
texts.	Practice what you have		Students add notes and	Reflect on the Unit
Toxio.	learned	Close-Read Guide	evidence that will be used to	Students reflect on Unit goals,
Plan With Your Group	Take Notes	Close Read Guide	inform the Performance-	learning strategies, and the
Students will analyze the		Close Read Suide	Based Assessment.	text.
prompt, analyze the text, and	Independent Learning	Close Read the Text		
organize the presentation.	Strategies	Students will review the Close	Writing to Sources:	Reflect on the Unit
Bulliana M. Van Gun		Read Model and complete the	Explanatory Essay	Treflect off the offic
Rehearse with Your Group Students practice the	Table of Contents Preview	close read sections in the	Students will write an essay answering what makes	
presentation, fine-tune the	Preview the selections in the unit and discuss how they	selection.	certain places live on in our	Unit Test
content and polish the	relate to the EQ and unit	Analyze the Text	memory.	STANDARDS
presentation.	topic.	Students will respond to		SL.11-12.4
'	100.0.	questions about the text,	Explanatory Rubric	OL. 11-12.4
Present and Evaluate		citing textual evidence.	Students use the rubric to	
Students present as a group	Contents		guide their revisions.	
and use checklist items to		Quick Write	OTANDADDO	
evaluate.		Students write about a	STANDARDS	
STANDARDS		paragraph that grabbed their	W.11-12.2.a-f; W.11-12.10	
SL.11-12.1.b; SL.11-12.4;		interest.		
L.11-12.6		Shara Vaur Indonandant		
		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 literature		
		and place.		
	05 Ottober 5 177	LTE Track of Edition LDD Dates		







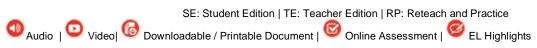


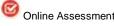
		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS SL.11-12.1; RL.11-12.10; RI.11-12.10		
myPerspectives ELL Support			December 1	December for Leaving
Personalize for Learning English Language Support: Exchanging Ideas (TE p 533)		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Revising (TE p 540)	Personalize for Learning English Language Support: Develop Fluency (TE p 543)
iLit ELL Level F				
Small Group Research Strategy: Organizing and Planning a Presentation Unit 5 Lesson 8: Work Time  Assignments Unit 2 Lessons 1–5: Plan an Explanatory Paragraph Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Plan an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph	Take Notes Unit 1 Lesson 4: Work Time  Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud  Make Inferences and Predictions Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time  iLibrary All texts	Write an Explanatory Paragraph/Essay Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  Assignments (examples) Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph	Small Group Research Strategy: Organizing and Planning a Presentation Unit 5 Lesson 8: Work Time  Assignments Unit 2 Lessons 1–5: Plan an Explanatory Paragraph Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Plan an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph











GRADE 11 | UNIT 5: Facing our Fears

ESSENTIAL QUESTION: How do we respond when challenged

by fear?

PERFORMANCE BASED ASSESSMENT: Argument

NOTES:

## **INSTRUCTIONAL MODEL**

WHOLE-CLASS LEARNING

ASSESSMENTS

**SMALL-GROUP LEARNING** 

INDEPENDENT LEARNING

#### **IMPORTANT NOTES**

- Don't forget Accessible Leveled Texts on Realize are in the Unit Resources.
- myPerspectives+ and 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 many examples of people facing their fears.

#### **Unit Goals**

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about fear.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay that has clear structure and that draws evidence from texts and background knowledge to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use pronouns to add variety to your writing and presentations.
- Use irony to add a level of meaning 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

Is It Foolish to Fear (1000L)

## Whole-Class Learning

- Historical Perspectives: Focus Period 1920-1960: *Times of Trouble*
- Anchor Text, Drama: The Crucible, Act I, Arthur Miller (NP)
- Anchor Text, Drama: The Crucible, Act II, Arthur Miller (NP)
- Anchor Text, Drama: The Crucible, Act III, Arthur Miller (NP)
- Anchor Text, Drama: The Crucible, Act IV, Arthur Miller (NP)
- Media, Audio Performance: The Crucible, L.A. Theater Works













#### Small-Group Learning

- Autobiography: from Farewell to Manzanar, Jeanne Wakatsuki Houston and James D. Houston (1040L)
- Media, Video: Interview With George Takei, Archive of American Television
- Short Story: Antojos, Julia Alvarez (980L)

# Independent Learning

- Magazine Article: What You Don't Know Can Kill You, Jason Daley (1390L)
- Poetry: Runagate Runagate, Robert Hayden (NP)
- Poetry Collection: 1-800-FEAR, Jody Gladding (NP)
- Poetry Collection: Bears at Raspberry Time, Hayden Carruth (NP)
- Poetry Collection: For Black Women Who Are Afraid, TOI Derricotte (NP)
- Essay: What Are You So Afraid Of?, Akiko Busch (1280L)

#### **Performance-Based Assessment**

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:

Is fear always a harmful emotion?

Part 2 – Speaking & Listening: Speech

Students use their essay to prepare speech and present their argument.

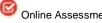
#### **Unit Reflection**

Students will reflect on the unit goals, learning strategies, the texts, and fear - how we face our fears and if the emotion is always harmful.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Historical Perspective Focus Period: 1920-1960	SELECTION Anchor Text The Crucible, Act I Arthur Miller	SELECTION Anchor Text The Crucible, Act I Arthur Miller
SE pp 544-551	SE pp 552-553	SE pp 554-557	SE pp 560-596	SE pp 597-599
Unit Goals Students will deepen their understanding of forgiveness by reading, writing, speaking, listening, and presenting.  Unit Goals Video  Academic Vocabulary assert; relevant; certify; immutable; definitive  Home Connection Letter  Spanish Home Connection Letter  Unit 5 Answer Key  Launch Text Students will read "Is It Foolish to Fear?". They will then be able to discuss facing fears.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.  Launch Activity Students participate in an activity related to the unit theme.	Essential Question How do we respond when challenged by fear?  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.	Voices of the Period Students read quotes that relate to the key events of the focus period.  History of the Period Students discuss the extreme swings that occurred during the focus time and what these tell us about our nation.  Literature Selections Students discuss fear and its effect during the focus period.	Concept Vocabulary vindictive; calumny; defamation  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 Crucible, Act I: Accessible Text  Comprehension Check Students complete comprehension questions.  The Crucible, Act I: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  STANDARDS RL.11-12.10	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.  LANGUAGE DEVELOPMENT  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: vindictive; calumny; defamation  Word Study: Latin Root: -fama- Students complete activities related to the Latin root -fama- Concept Vocabulary and Word Study Word Study: Latin Root: -fama- Concept Vocabulary and Word Study Word Study: Latin Root: -fama- (RP)





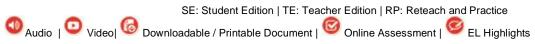




QuickWrite Students write a response to the QuickWrite prompt: When does the journey matter more than the		Word Network Students add new words to their Word Network as they read texts in the unit.
destination?		Analyze Craft and Structure: Structural
Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Evidence Log Performance-Based Assessment: Refining Your Thinking		Elements of Drama Students complete activities to analyze the structure of drama including dialogue, stage directions, and dramatic exposition.  Analyze Craft and Structure: Structural Elements of Drama
STANDARDS L.11-12.6		Analyze Craft and Structure: Structural Elements of Drama (RP)
		Conventions and Style: Personal Pronouns Students mark pronouns from excerpts from the play.  Conventions and Style: Personal Pronouns Conventions and Style: Personal Pronoun (RP)
		Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.
		Selection Test: The Crucible, Act I STANDARDS L.11-12.1; L.11-12.1.a; L.11-12.3; L.11-12.5











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 Crucible, Act II	The Crucible, Act II	The Crucible, Act III	The Crucible, Act III	The Crucible, Act IV
Arthur Miller	Arthur Miller	Arthur Miller	Arthur Miller	Arthur Miller
SE pp 600-625	SE pp 625-627	SE pp 628-657	SE pp 657-659	SE pp 660-680
MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE	MAKING MEANING
	DEVELOPMENT		DEVELOPMENT	
Concept Vocabulary	l	Concept Vocabulary		Concept Vocabulary
condemnation; magistrates;	Concept Vocabulary	remorseless; effrontery;	Concept Vocabulary	conciliatory; adamant;
proceeding	Students complete activities	callously	Students complete activities	disputation
First Book	related to the Concept	First Bood	related to the Concept	First Dead
First Read Students Notice, Annotate,	Vocabulary words: condemnation; magistrates;	First Read Students Notice, Annotate,	Vocabulary words: remorseless; effrontery;	First Read Students Notice, Annotate,
			callously	
Connect, Respond as they read the selection the first	proceeding	Connect, Respond as they read the selection the first	Callously	Connect, Respond as they read the selection the first
time.	Word Study: Technical	time.	Word Study: Connotation	time.
	Word Study. Technical		Students complete activities	
First-Read Guide: Fiction	Students look for words in the	First-Read Guide: Fiction	writing synonyms and	First-Read Guide: Fiction
	text that are examples of		connotations.	
Read the Selection	legal terminology.	Read the Selection		Read the Selection
Selection Audio		Selection Audio	Concept Vocabulary and	Selection Audio
	Concept Vocabulary and	Selection Addio	Word Study	
The Crucible, Act II:	Word Study	The Crucible, Act III:	Word Study: Connotation	The Crucible, Act IV:
Accessible Text	Word Study: Technical	Accessible Text	(RP)	Accessible Text
	Words (RP)		(KL)	
Comprehension Check	vvoids (IVI )	Comprehension Check	Word Network	Comprehension Check
Students complete	Word Network	Students complete	Students add new words to	Students complete
comprehension questions.	Students add new words to	comprehension questions.	their Word Network as they	comprehension questions.
_	their Word Network as they		read texts in the unit.	-
The Crucible, Act II: First	read texts in the unit.	The Crucible, Act III: First		The Crucible, Act IV: First
Read Extension Questions		Read Extension Questions	Analyze Craft and	Read Extension Questions
Nead Extension Questions	Analyze Craft and	Iteau Exterision Questions	Structure: Character	Read Extension Questions
Research to Explore	Structure: Literary	Research to Explore	Development	Research to Clarify
Students research something	Elements in Drama	Students research something	Students complete activities	Students research one
interesting from the text.	Students complete activities	interesting from the text.	to identify examples of	unfamiliar detail from the text.
	to analyze examples of		characterization.	
	internal and external conflict.		Analyze Craft and	Research to Explore
	Analyze Craft and		Structure: Character	Students research something
	Structure: Literary Elements		Development	interesting from the text.
	in Drama		Dovelopinion	
Close Read the Text	2.3.114	Close Read 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.

#### **STANDARDS**

RL.11-12.10

Analyze Craft and Structure: Literary Elements in Drama (RP)

#### **EFFECTIVE EXPRESSION**

Speaking and Listening: **Whole-Class Discussion** Students discuss whether Mary Warren will defend or condemn Elizabeth Proctor in court.

Speaking and Listening: Whole-Class Discussion

Speaking and Listening: Whole-Class Discussion (RP)

## **Evidence Log**

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

Selection Test: The Crucible, Act II

#### **STANDARDS**

RL.11-12.3; RL.11-12-5; SL.11-12.1.a; L.11-12.4.c; L.11-12.6

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.11-12.10

Analyze Craft and Structure: Character Development (RP)

### Author's Style: Literary **Devices**

Students locate examples of irony.

Author's Style: Literary Devices

Author's Style: Literary Devices (RP)

#### Evidence Log

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

Selection Test: The Crucible, Act III

#### **STANDARDS**

RL.11-12.3: RL.11-12.6: L.11-12.5; L.11-12.5.b

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.11-12.10

myPerspectives ELL Support

Audio Summary

Word Study: Technical Words (RP)

Audio Summary

Word Study: Connotation

Audio Summary







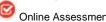




Personalize for Learning English Language Support: Apostrophes (TE p 602)  Personalize for Learning English Language Support: Pronunciation of Digraph th (TE p 613)  Personalize for Learning English Language Support: Complex Characters (TE p 622)	English Language Support Lesson: Technical Words (On Realize) Analyze Craft and Structure: Literary Elements in Drama (RP) (TE 626) Speaking and Listening: Whole-Class Discussion (RP) (TE p 627) Personalize for Learning English Language Support: Technical Words (TE p 627) English Language Support Lesson: Technical Words (On Realize)	The Crucible, Act III  Personalize for Learning English Language Support: Figurative Language (TE p 649)  Personalize for Learning English Language Support: Adverbs Ending in -ly (TE p 654)	(TE p 657)  Analyze Craft and Structure: Character Development (RP) (TE 658)  Author's Style: Literary Devices (RP) (TE p 659)  English Language Support Lesson: Literary Devices (On Realize)  Personalize for Learning English Language Support: What is Said and What is Implied (TE p 659)	The Crucible, Act IV  Personalize for Learning English Language Support: Antiquated Language (TE p 664)  Personalize for Learning English Language Support: Antiquated Verb Language (TE p 676)  Personalize for Learning English Language Support: Latin Root –rupt- (TE p 679)
Characteristics of Drama	iLit Library (drama selections-examples) Hamlet	iLit Library (drama selections-examples) Hamlet	iLit Library (drama selections-examples) Hamlet	iLit Library (drama selections-examples) Hamlet





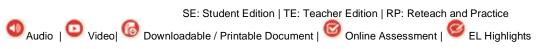


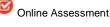
Unit 3 Lesson 2: Work	Macbeth	Macbeth	Macbeth	Macbeth
Time	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet
Text: "A Midsummer	Characteristics of Drama	Characteristics of Drama	Characteristics of Drama	Characteristics of Drama
Nights' Dream" (drama)	Unit 3 Lesson 2: Work Time	Unit 3 Lesson 2: Work Time	Unit 3 Lesson 2: Work	Unit 3 Lesson 2: Work
Unit 3 Lesson 1-4, 6-9			Time	Time
	Text: "A Midsummer Nights'	Text: "A Midsummer Nights'		
Analyze a Character	Dream" (drama)	Dream" (drama)	Text: "A Midsummer	Text: "A Midsummer
Unit 2 Lesson 28: Whole	Unit 3 Lesson 1-4, 6-9	Unit 3 Lesson 1-4, 6-9	Nights' Dream" (drama)	Nights' Dream" (drama)
Group			Unit 3 Lesson 1-4, 6-9	Unit 3 Lesson 1-4, 6-9
Unit 6 Lesson 43: Read		Figurative Language	,	, , , ,
Aloud, Think Aloud		(examples)	Character Development	Assignments: Vocabulary
		Unit 2 Lesson 25: Whole	Unit 2 Lesson 30: Work Time	Study Plan (examples)
Character Development		Group	Unit 4 Lesson 28: Whole	Unit 4 Lessons 16–20 Part 3:
Unit 2 Lesson 30: Work		Unit 3 Lesson 2: Wrap Up	Group; Work Time	Skill 13: Word Roots
Time		., .,	Group, Werk Fillie	Citim For Word Redic
Unit 4 Lesson 28: Whole				
Group; Work Time				







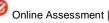




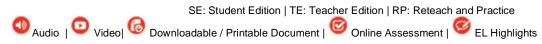
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK: WRITING	PERFORMANCE TASK:
Anchor Text	The Crucible (Audio)	The Crucible (Audio)	FOCUS	WRITING FOCUS
The Crucible, Act IV Arthur Miller			Write an Argument	Write an Argument
Arthur Miller				
SE pp 680-685	SE pp 686-689	SE pp 689-691	SE pp 692-696	SE pp 697-699
LANGUAGE	MAKING MEANING	LANGUAGE	PERFORMANCE TASK	LANGUAGE
DEVELOPMENT	l	DEVELOPMENT		DEVELOPMENT: CONVENTI
Concept Vessbulens	Media Vocabulary	Madia Vasahulami	Write an Argument	ONS
Concept Vocabulary Students complete activities	audio play; inflection; expression	Media Vocabulary Students complete	Students write an argumentative essay defending their position on	Make Effective Choices:
related to the Concept	expression	activities related to the	whether any of the characters in <i>The</i>	Indefinite Pronouns
Vocabulary words:	First Review	Media Vocabulary	Crucible could have done more to	Students incorporate
conciliatory; adamant;	Students Listen, Note,	words:	end the hysteria.	indefinite pronouns to
disputation	Connect, Respond as they	audio play; inflection;		improve writing.
Word Study: Etymology	read the selection the first	expression	PreWriting/Planning	Basisina
Word Study: Etymology Students complete activities	time.	EFFECTIVE	Students ask questions and gather evidence.	Revising Students evaluate and revise
writing definitions and	First-Review Guide: Media	EXPRESSION	evidence.	draft utilizing peer reviews.
researching Greek origins of	Audio		Drafting	S   T   T   T   T   T   T   T   T   T
words.	Read the Selection	Writing to Compare:	Students organize and write a first	Editing and Proofreading
Concept Vocabulary and		Critical Review	draft.	Students edit for conventions
Word Study	Selection Audio	Students write a critical review of the L.A.	STANDARDS	and proofread for accuracies.
Word Study: Etymology	The Crucible	Theatre Works	W.11-12.1.a-f; W.11-2.8; W.11-	Publishing and Presenting
(RP)		production of Act I of	12.10	Students create a final
(14.7)	Comprehension Check	The Crucible.		version of their essay and
Word Network	Students complete	Writing to Compare:		place in classroom folder.
Students add new words to	comprehension questions.	Critical Review		Reflecting
their Word Network as they read texts in the unit.	Research to Clarify			Students reflect on their
read texts in the unit.	Students research one	Evidence Log		argumentative essays.
Analyze Craft and	unfamiliar detail from the text.	Students add notes and		,
Structure: Literary Forms		evidence that will be used to inform the		STANDARDS
Students complete activities	Research to Explore Students research something	Performance-Based		W.11-12.1.c; W.11-12.1.d;
to identify literal and	interesting from the text.	Assessment.		W.11-12.5; L.11-12.1
symbolic meanings of specific passages.	interesting normalis toxic			
	Close Review	STANDARDS		
Analyze Craft and	Students will listen to the	RI.11-12.7; W.11-		
Structure: Literary Forms	performance again and record	12.9.a		
	any new observations.			







Analyze Craft and	Close Review the Media		
Structure: Literary Forms (RP)	Analyze the Media		
Analyze Craft and	Students will respond to questions about the audio,		
Structure: Biblical Allusions	citing evidence.		
Students complete activities to identify biblical allusions of specific passages.	<b>STANDARDS</b> RL.11-12.1; RL.11-12.10		
Analyze Craft and Structure: Biblical Allusions			
Analyze Craft and Structure: Biblical Allusions (RP)			
Author's Style: Realism Students identify and describe examples of			
dramatic elements presented in a realistic way.			
Author's Style: Realism Author's Style: Realism (RP)			
Writing to Sources: Argumentative Essay			
Students write an essay to support the claim that the theme from <i>The Crucible</i> is			
still relevant today.  Writing to Sources: Argumentative Essay			
Writing to Sources:			
Argumentative Essay (RP)			
Speaking and Listening: Thematic Analysis			



Students choose one theme from the play and give a dramatic reading.		
Speaking and Listening: Thematic Analysis		
Speaking and Listening: Thematic Analysis (RP)		
Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.		
Selection Test: The Crucible, Act IV		
STANDARDS RL.11-12.2; RL.11-12.4; W.11-12.1; W.11-12.9.a; L.11-12.4.c		

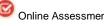
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Word Study: Etymology (RP) (TE p 680)  Analyze Craft and Structure: Literary Forms (RP) (TE p 681)  Analyze Craft and Structure: Biblical Allusions (RP) (TE p 682)  Author's Style: Realism (RP) (TE p 683)  Writing to Sources: Argumentative Essay (RP) (TE p 684)  Speaking and Listening: Thematic Analysis (RP) (TE p 685)  Personalize for Learning English Language Support: Word Families (TE p 682)  Personalize for Learning English Language Support: Supporting an Argument (TE p 684)  English Language Support: Argument (TE p 684)	Audio Summary The Crucible  Personalize for Learning English Language Support: Active Listening (TE p 687)	Personalize for Learning English Language Support: Text Structure (TE p 691)	Personalize for Learning English Language Support: Writing a Claim (TE p 693)	Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 697)  Personalize for Learning English Language Support: Development of Ideas (TE p 699)









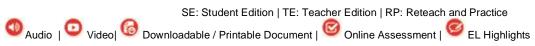


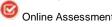


iLit ELL Level F				
iLit Library (drama selections-examples) Hamlet Macbeth Romeo and Juliet  Characteristics of Drama Unit 3 Lesson 2: Work Time  Text: "A Midsummer Nights' Dream" (drama) Unit 3 Lesson 1-4, 6-9  Theme (examples) Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Analyze an Oral Argument Unit 4 Lesson 20: Whole Group  Analyze an Argument Unit 6 Lesson 40: Whole Group	Characteristics of Drama Unit 3 Lesson 2: Work Time  Text: "A Midsummer Nights' Dream" (drama) Unit 3 Lesson 1-4, 6-9  iLit Library (drama selections-examples) Hamlet Macbeth Romeo and Juliet	iLit Library (drama selections-examples) Hamlet Macbeth Romeo and Juliet  Characteristics of Drama Unit 3 Lesson 2: Work Time  Text: "A Midsummer Nights' Dream" (drama) Unit 3 Lesson 1-4, 6-9	Write an Argumentative Paragraph/Essay Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time  Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)	Write an Argumentative Paragraph/Essay Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time  Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)











DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	from Farewell to Manzanar	from Farewell to Manzanar	from Farewell to Manzanar	Interview With George Takai
	Jeanne Wakatsuki Houston and James D. Houston	Jeanne Wakatsuki Houston and James D. Houston	Jeanne Wakatsuki Houston and James D. Houston	
	and James D. Houston	and James D. Houston	and James D. Houston	
SE pp 700-703	SE pp 704-712	SE pp 713-714	SE p 715	SE pp 716-719
Essential Question	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
How do we respond when	MARINO MEANINO	MARINO MEANINO	DEVELOPMENT	WARING WEARING
challenged by fear?	Concept Vocabulary	Close Read the Text		Media Vocabulary
	collaborator; conspirators;	Students will review the Close	Author's Style: Author's	documentary; eyewitness
Small-Group Learning Strategies	espionage	Read Model and complete the close read sections in the	Point of View Students will compile notes	account; framing
Prepare	First Read	selection.	on the shifting perspective in	First Review
Participate Fully	Students Notice, Annotate,		the selection.	Students Watch, Note,
Support Others	Connect, Respond as they	Close Read the Text	Analyze Style: Author's	Connect, Respond as they
Clarify	read the selection the first time.	Analyze the Text	Point of View	read the selection the first time.
Small-Group Learning	time.	Students will respond to	Analyze Style: Author's	
Strategies	@=: . B . 10 : 1	questions about the text,	Point of View (RP)	First-Review Guide:
- Chalegios	First-Read Guide:	citing textual evidence.	r om or viou (ru )	Media Video
Table of Contents Preview	Normetion	LANGUAGE	Selection Test: from	Read the Selection
Preview the selections in the	Read the Selection	DEVELOPMENT	Farewell to Manzanar	Selection Audio
unit and discuss how they relate to the EQ and unit	Selection Audio			
topic.	_	Concept Vocabulary Students complete activities	STANDARDS	Interview With George
	from Farewell to Manzanar: Accessible	related to the Concept	RI.11-12.1; RI.11-12.3; RI.11- 12.6	Takei
Working as a Team	Leveled Text	Vocabulary words:	12.0	Comprehension Check
<ul><li>Take a position</li><li>List your rules</li></ul>	2010.00 10.00	collaborator; conspirators;		Students complete
Apply the rules	Comprehension Check	espionage		comprehension questions.
Name your group	Students complete comprehension questions.	Word Study: Latin Suffix:		Close Review
Create a communication	comprehension questions.	-or		Students will revisit the video
plan	(a) = 11.	Students complete activities		interview and record any new
Making a Schedule	from Farewell to Manzanar: First Read	using the Latin Suffix –or		observations.
Students make a schedule	Extension Questions	Concept Vocabulary and		Analyza the Media
with group for completing		vvora Study		Analyze the Media Students will respond to
tasks.	Research to Clarify	Word Study: Latin Suffix:		questions about the video,
	Students research one unfamiliar detail from the text.	-or (RP)		citing evidence.
	amamma detail from the text.			









Working on Group Projects Students choose specific roles for each member.	STANDARDS RI.11-12.10; L.11-12.4; L.11- 12.4.b	Word Network Students add new words to their Word Network as they read texts in the unit.  MAKING MEANING  Analyze Craft and Structure: Development of Complex Ideas Students complete activities to record details about Papa's behavior during important episodes in the text and make inferences.  Analyze Craft and Structure: Development of Complex Ideas Analyze Craft and Structure: Development of Complex Ideas Analyze Craft and Structure: Development of Complex Ideas (RP)  STANDARDS L.11-12.4.b; L.11-12.4.d		LANGUAGE DEVELOPMENT  Media Vocabulary Students complete activities related to the Media Vocabulary words: documentary; eyewitness account; framing Media Vocabulary  STANDARDS RI.11-12.10; SL.11-12.3; L.11-12.6
myPerspectives ELL Support				
	Audio Summary from Farewell to Manzanar: Accessible Leveled Text  Personalize for Learning English Language Support: Idioms (TE p 706)  Personalize for Learning English Language Support: Expanding Vocabulary (TE p 709)	Word Study: Latin Suffix: -or (RP) (TE p 713) Analyze Craft and Structure: Development of Complex Ideas (RP) (TE p 714)	Author's Style: Author's Point of View (RP) (TE p 715)  Personalize for Learning English Language Support: Author's Purpose and Point of View (TE p 715)  English Language Support Lesson: Authors Point of View (On Realize)	Personalize for Learning English Language Support: Taking Notes (TE p 716)









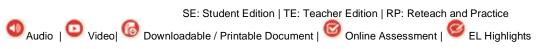


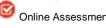


iLit ELL Level F				
Rules for Conversation	iLit Library	iLit Library	iLit Library	iLit Library
Routines	The Camp	The Camp	The Camp	The Camp
Unit 1 Lesson 2: Classroom	World War II and the Cold	World War II and the Cold	World War II and the Cold	World War II and the Cold
Conversation	War	War	War	War
	Holocaust	Holocaust	Holocaust	Holocaust
Classroom				
Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Idiom Unit 3 Lesson 8: Vocabulary Unit 6 Lesson 2, 7, 12, 23, 37: Vocabulary	Suffixes (Examples) Unit 2 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary; Work Time Unit 4 Lesson 43: Vocabulary Unit 6 Lesson 29: Vocabulary	Determine Author's Viewpoint Unit 6 Lesson 38: Work Time	Take Notes Unit 1 Lesson 4: Work Time











DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Interview With George Takai	SELECTION Antojos Julia Alvarez	<b>SELECTION</b> Antojos Julia Alvarez	<b>SELECTION</b> Antojos Julia Alvarez	SELECTION Antojos Julia Alvarez
SE pp 720-721	SE pp 722-733	SE pp 734-735	SE p 736	SE p 737
Writing to Compare: Compare-and-Contrast Essay Students write an essay using the interview. Writing to Compare: Compare-and-Contrast Essay  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RI.11-12.7; W.11-12.2; W.11-12.9.b	Concept Vocabulary cantina; cabana; machetes  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection Selection Audio Antojos: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  Antojos: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students research 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.  Close Read the Text  Close Read 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: cantina; cabana; machetes  Word Study: Loanwords  Concept Vocabulary and Word Study  Word Study: Loanwords  (RP)  Word Network Students add new words to their Word Network as they read texts in the unit.	LANGUAGE DEVELOPMENT  Conventions and Style: Pronouns and Antecedents Students read and analyze pronouns and antecedents.  Conventions and Style: Pronouns and Antecedents  Conventions and Style: Pronouns and Antecedents (RP)  STANDARDS L.11-12.1	Research: Research Project Students research and create a timeline, a map, or a field- guide. Research: Research Project Research: Research Project (RP)  Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.  Selection Test: Antojos  STANDARDS W.11-12.7







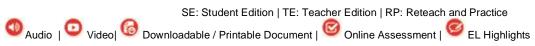


		Analyze Craft & Structure: Author's Choices: Narrative Structure Students will analyze Alvarez's use of plot devices in the story.  Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP)  STANDARDS RL.11-12.3; RL.11-12.5; L.11- 12.4.c		
myPerspectives ELL Support Personalize for Learning English Language Support: Preparing for Discussion (TE p 720)	Audio Summary Antojos: Accessible Leveled Text  Personalize for Learning English Language Support: Review Plot (TE p 726)  Personalize for Learning English Language Support: Connecting Ideas (TE p 731)	Word Study: Loanwords (RP) (TE p 734) Analyze Craft and Structure: Narrative Structure (RP) (TE p 735)  Personalize for Learning English Language Support: Using Context as Clue to Meaning (TE p 735)  English Language Support Lesson: Context as Clue to Meaning (On Realize)	Conventions and Style: Pronouns and Antecedents (RP) (TE p 736)	Research: Research Project (RP) (TE p 737)  Personalize for Learning English Language Support: Sharing Opinions (TE p 737)











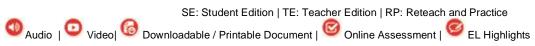


iLit ELL Level F				
iLit Library The Camp World War II and the Cold	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42
War	Offit 6 Lesson 42	Offit 6 Lesson 42	Offit 6 Lesson 42	Offit 6 Lessoff 42
Holocaust	Text: "A Hunger to Be Free" (autobiography)	Context Clues Unit 2 Lesson 4: Read Aloud,	Text: "A Hunger to Be Free" (autobiography)	Text: "A Hunger to Be Free" (autobiography)
Rules for Conversation Routines	Unit 6 Lesson 44	Think Aloud Unit 2 Lesson 9: Read Aloud,	Unit 6 Lesson 44	Unit 6 Lesson 44
Unit 1 Lesson 2: Classroom Conversation	Make Connections Between Ideas Unit 4 Lesson 14: Whole	Think Aloud Unit 3 Lesson 9: Vocabulary	Introduce Genre: Short Story Unit 2 Lesson 4: Read Aloud,	Research a Topic Unit 5 Lesson 1: Whole Group; Work Time
	Group	Introduce Genre: Short Story Unit 2 Lesson 4: Read Aloud.	Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud	Unit 5 Lesson 5: Wrap Up
		Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud		













DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE pp 738-739	SE pp 740-741	SE pp 742-744	SE pp 745-747	SE pp 748-749
PERFORMANCE TASK  Speaking and Listening Focus: Present an Argument Students plan a debate asking if people usually learn from their fear?  Plan With Your Group Students will analyze the prompt, gather evidence and media examples, and organize their debate.  Rehearse with Your Group Students practice the debate, fine-tune the content, improve the debate form, and brush up on presentation technique.  Present and Evaluate Students present as a group and use checklist items to evaluate.  STANDARDS SL.11-12.1.c; SL.11-12.4	Essential Question How do we respond when challenged by 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 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 fear.	PERFORMANCE-BASED ASSESSMENT PREP  Review Evidence for an 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 argumentative essay that responds to the question – Is fear always a harmful emotion?  Argument Rubric Students use the rubric to guide their revisions.  STANDARDS W.11-12.1.a-f; W.11-12.10	PERFORMANCE-BASED ASSESSMENT  Speaking and Listening: Speech Using their essay, students prepare a speech to present their argument.  Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.  Reflect on the Unit Unit Test  STANDARDS SL.11-12.1.a; SL.11-12.4.b







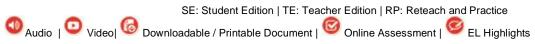


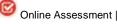
		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
		Personalize for Learning English Language Support: Writing a Summary (TE p 742)  Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Feedback and Revision (TE p 746)	Personalize for Learning English Language Support: Oral Presentations (TE p 749)
iLit ELL Level F				
Present an Argumentative Essay Unit 4 Lesson 42: Work Time	Take Notes Unit 1 Lesson 4: Work Time  Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud  Make Inferences and Predictions Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time  iLibrary All texts	Write an Argumentative Paragraph/Essay Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time  Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)	Present an Argumentative Essay Unit 4 Lesson 42: Work Time











GRADE 11 | UNIT 6: Ordinary Lives, Extraordinary **Tales** 

ESSENTIAL QUESTION: What do stories reveal about the human condition?

PERFORMANCE BASED ASSESSMENT: Narrative

NOTES:

# INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

**ASSESSMENTS** 

**SMALL-GROUP LEARNING** 

INDEPENDENT LEARNING

### **IMPORTANT NOTES**

- Don't forget Accessible Leveled Texts on Realize are in the Unit Resources.
- myPerspectives+ and 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 many stories about people and the human condition.

### **Unit Goals**

Students will be able to:

- Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding figurative language and dialect.
- Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments.
- 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

Old Man at the Bridge, Ernest Hemingway (700L)

### Whole-Class Learning

- Historical Perspectives: Focus Period 1950-Present, A Fast-Changing Society
- Anchor Text, Short Story: Everyday Use, Alice Walker (980L)
- Anchor Text, Short Story: Everything Stuck to Him, Raymond Carver (460L)

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













• Anchor Text, Short Story: The Leap, Louise Erdrich

### Small-Group Learning

- Literary History: A Brief History of the Short Story, D.F. McCourt (1270L)
- Short Story: An Occurrence at Owl Creek Bridge, Ambrose Bierce (1000L)
- Short Story: The Jilting of Granny Weatherall, Katherine Anne Porter (780)

## Independent Learning

- Short Story: The Tell-Tale Heart, Edgar Allan Poe (860L)
- Short Story: The Man to Send Rain Clouds, Leslie Marmon Silko (910L)
- Short Story: Ambush, Tim O'Brien (950L)
- Short Story: Housepainting, Lan Samantha Chang (650L)

### **Performance-Based Assessment**

Part 1 – Writing to Sources: Narrative

Students will write short story in third-person point of view on the following prompt:

How does a fictional character or characters respond to lifechanging news?

Part 2 – Speaking & Listening: Storytelling

Students will use their narrative to conduct a storytelling session.

### **Unit Reflection**

Students will reflect on the unit goals, learning strategies, the texts, and what stories can reveal to us about people.

Unit Goals Steep 750-757 Unit Goals Students will despen their discuss from the fact of the funding condition by reading, writing, speaking, listening and presenting.  Unit Goals Video Academic Vocabulary colloquial; protagonist tension; resolution; epiphary colloquial; protagonist tension; resolution; epiphary Connection Letter Spanish Home Connection Letter Unit 6 Answer Key Students will read "Old Man at the Bridger: The Bridger: The Bridger The Bridger: The Bridge	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
SE pp 750-757  Unit Goals Students will deepen their understanding of the human condition? Whole-Class Learning Strategies  — Unit Goals Video  Academic Vocabulary collequial, protagonist; tension; resolution; epiphany  — Unit Goans Connection Letter  — Spanish Home Connection Letter  — Unit Goans Prof. 18 Sep 760-763  — Monitor understanding — Interact and share ideas — Whole-Class Learning Strategies  Table of Contents Preview Preview the selections in the unit and discuss how the period discussions about blindness and the Brüdger. They will then be able to participate in discussions about blindness and sight words to their Word Network as they read texts in the unit.  — Word Network Suudents will e a summary of the Launch Text.  SE pp 760-763  SE pp 760-763  SE pp 760-775  SE pp 760-7763  MAKING MEANING  Analyze Craft and Structure: Literary side; shuffle; furtive; cowering, awkward; hangdog Students Notice, Annotate, Connect Nespond as they read text discuss the human condition as a literary theme.  Students discuss the human conditions as a literary theme.  Students discuss the pr 760-770  Sudents will e and "Old Man at the Brüdge". They will then be able to participate in discuss how they relate to the EQ and unit topic.  STANDARDS  Priest Read Guide: Fiction  Selection Audio  — S	UNIT INTRODUCTION				
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Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  STANDARDS PII.6  Comprehension Check Students complete comprehension questions.  Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students conduct research on 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 unit and discuss how they relate to the EQ and unit topic.  STANDARDS PII.6  STANDARDS PII.6  STANDARDS PII.6  Comprehension Check Students complete activities related to the Concept Vocabulary words: sidle; shuffle; furtive; cowering; awkward; hangdog Word Study: Exocentric Compounds Students compounds Occupated to the Concept Vocabulary and word study Compounds Students complete activities related exocentric compounds Occupated to the Concept Vocabulary words: sidle; shuffle; shuffle	Spanish Home	Table of Contents Business		<b>A</b>	
unit and discuss how they relate to the EQ and unit topic.  STANDARDS PII.6  STANDARDS PII.6  STANDARDS PII.6  Comprehension Check Students complete comprehension questions.  Comprehension Check Students comprehension questions.  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students conduct research on an aspect of the text they find interesting.  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: sidle; shuffle; furtive; cowering; awkward; hangdog discussions about blindness and sight.  Word Network Students and new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.  Close Read the Text Students add new words to their Word Network sat they selection.	Connection Letter		·		DEVELOPMENT
relate to the EQ and unit topic.  The pride and topic and unit topic.  The pride and unit topic.  The pride and the pride and the pride and unit topic.  The pride and unit the pride and the pride and the pride and the pride and the pride	Unit 6 Answer Key	unit and discuss how they		Everyday Use: Accessible	Concept Vocabulary
Students will read "Old Man at the Bridge". They will then be able to participate in discussions about blindness and sight.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students will read "Old Man at the Bridge". They will then be able to participate in discussions about blindness and sight.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students will review the Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Word Study: Exocentric Compounds Students computed activities related exocentric compounds interesting.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.	State of the work hoy		PII.6	Leveled Lext	Students complete activities
Students will read **Old Man at the Bridge**. They will then be able to participate in discussions about blindness and sight.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students complete comprehension questions.  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students complete activities related exocentric Compounds Students complete activities related exocentric compounds on an aspect of the text they find interesting.  Close Read the Text Students write a summary of the Launch Text.  Close read sections in the selection Students complete activities, sidle; shuffle; furtive; cowering; awkward; hangdog Word Study: Exocentric Compounds Students complete activities related exocentric compounds on 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.		topic.		Comprehension Check	
be able to participate in discussions about blindness and sight.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.  Comprehension questions.  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students conduct research on 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  Word Study: Exocentric Compounds  Word Study: Exocentric Compounds  Students will review the Close Read Model and complete the close read sections in the selection.				Students complete	
discussions about blindness and sight.  Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text.  Word Network  Research to Explore Students conduct research on an aspect of the text they find interesting.  Close Read the Text Students will review the Close Read dodel and complete the close read sections in the selection.  Word Study: Exocentric Compounds Students complete activities related exocentric compounds  Word Study: Exocentric Compounds  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection Summary Students write a summary of the Launch Text.				comprehension questions.	
Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.  Students research one unfamiliar detail from the text.  Research to Explore Students conduct research on an aspect of the text they find interesting.  Compounds Students complete activities related exocentric compounds  Concept Vocabulary and Word Study  Word Study: Exocentric Compounds  Students write a summary of the Launch Text.  Close Read the Text Students write a summary of the Launch Text.  Word Network Students add new words to their Word Network as they	discussions about blindness			Research to Clarify	
Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.  Word Network  Students complete activities related exocentric compounds  Word Study: Exocentric Compounds (RP)  Word Network  Students complete activities related exocentric compounds  Word Study: Exocentric Compounds (RP)  Word Network Students will review the Close Read Model and complete the close read sections in the selection  Word Network Students add new words to their Word Network as they	and sight.				
Students add new words to their Word Network as they read texts in the unit.  Word Network  Summary  Students write a summary of the Launch Text.  Word Network  Research to Explore Students conduct research on 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  Word Network  Students will review the Close Read Model and complete the close read sections in the selection	Word Network			unfamiliar detail from the text.	
their Word Network as they read texts in the unit.  Word Network  Summary Students write a summary of the Launch Text.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection  Students word Network as they  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection				Passarch to Evaloro	related exocentric compounds
word Network  Summary Students write a summary of the Launch Text.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection  word Study  word Study: Exocentric  Compounds (RP)  Word Network Students add new words to their Word Network as they	their Word Network as they				Concept Vocabulary and
Summary Students write a summary of the Launch Text.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection  Summary Students will review the Close Read Model and complete the close read sections in the selection				an aspect of the text they find	Word Study
Summary Students write a summary of the Launch Text.  Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection  Summary Students will review the Close Read Model and complete the close read sections in the selection	Word Network			interesting.	Word Study: Exocentric
Students write a summary of the Launch Text.  Students will review the Close Read Model and complete the close read sections in the selection  Students will review the Close Read Model and complete the close read sections in the selection					Compounds (RP)
the Launch Text.    Close read sections in the selection   Students add new words to their Word Network as they	Students write a summary of				Word Network
selection their Word Network as they	the Launch Text.				Students add new words to
read texts in the unit.					
					read texts in the unit.

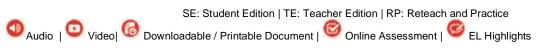




Launch Activity Students participate in an activity related to the unit theme.  QuickWrite Students write a response to the QuickWrite prompt: Which matters more – the present or the future?  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Evidence Log Performance-Based Assessment: Refining Your Thinking STANDARDS L.11-12.6		Close Read the Text  Analyze the Text Students will respond to questions about the text, citing textual evidence.  STANDARDS RL.11-12.1; RL.11-12.10	Conventions and Style: Dialect Students identify examples of everyday and formal English. Conventions and Style: Dialect Conventions and Style: Dialect (RP)  STANDARDS RL.11-12.3; L.11-12.1.a; L.11-12.1.b; L.11-12.3.a
myPerspectives ELL Support			
Personalize for Learning English Language Support: Cognates (TE p 753)  Personalize for Learning English Language Support: Repetition (TE p 754)  Personalize for Learning English Language Support: Summary (TE p 756)	Personalize for Learning English Language Support: Compound Sentences (TE p 761)	Audio Summary Everyday Use: Accessible Leveled Text  Personalize for Learning English Language Support: Comparing and Contrasting (TE p 772)  Personalize for Learning English Language Support: Idioms (TE p 774)	Analyze Craft and Structure: Character (RP) (TE p 775)  Word Study: Exocentric Compounds (RP) (TE p 776)  Conventions and Style: Dialect (RP) (TE p 777)
Personalize for Learning English Language Support: Arguing (TE p 757)			









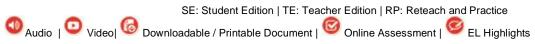


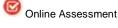
iLit ELL Level F					
iLit ELL Level F Summarize (examples) Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 6 Lesson 42: Read Aloud, Think Aloud	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Main Idea and Details Unit 2 Lesson 41: Whole Group  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time  iLit Library The Civil Rights Movement & Vietnam	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42  Text: "A Hunger to Be Free" (autobiography) Unit 6 Lesson 44  Idiom Unit 3 Lesson 8: Vocabulary Unit 6 Lesson 2, 7, 12, 23, 37: Vocabulary	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42  Text: "A Hunger to Be Free" (autobiography) Unit 6 Lesson 44  Analyze a Character Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud  Character Development Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole	











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
Everyday Use	Everything Stuck to Him	Everything Stuck to Him	Everything Stuck to Him	The Leap
Alice Walker	Raymond Carver	Raymond Carver	Raymond Carver	Louise Erdrich
SE pp 778-779	SE pp 780-789	SE pp 790-791	SE pp 792-793	SE pp 794-801
EFFECTIVE EXPRESSION	MAKING MEANING	LANGUAGE	EFFECTIVE EXPRESSION	MAKING MEANING
		DEVELOPMENT		
Writing to Sources:	Concept Vocabulary		Writing to Sources:	Concept Vocabulary
Narrative	waterfowl; letterhead;	Concept Vocabulary	Narrative Scene	encroaching; instantaneously;
Students write a narrative	overcast; shotgun	Students complete activities	Students write a narrative	anticipation; constricting;
retelling an event from		related to the Concept	scene after researching colic.	perpetually; superannuated
"Everyday Use" from the	First Read	Vocabulary words:	Writing to Sources:	
perspective of a character	Students Notice, Annotate,	waterfowl; letterhead;	Narrative Scene	First Read
other than Mama.	Connect, Respond as they	overcast; shotgun		Students Notice, Annotate,
Writing to Sources:	read the selection the first		Writing to Sources:	Connect, Respond as they
Narrative	time.	Word Study: Endocentric	Narrative Scene (RP)	read the selection the first
	First-Read Guide: Fiction	Compounds		time.
Writing to Sources:	The read Galas. Flotion	Students find examples of	Speaking and Listening:	First-Read Guide: Fiction
Narrative (RP)	Read the Selection	endocentric compounds.	Dialogue	Thet read Edide. Helleri
		Concept Vocabulary and	Students improvise a	Read the Selection
Speaking and Listening:	Selection Audio	Word Study	dialogue between the father	ARTS.
Partner Discussion	Everything Stuck to Him:	-	and his daughter that	Selection Audio
Students have a discussion	Accessible Leveled Text	Word Study: Endocentric	continues their conversation.	The Leap: Accessible
about what factors lead a	Accessible Leveled Text	Compounds (RP)	Speaking and Listening:	Leveled Text
person to embrace, reject, or	Comprehension Check		Dialogue	Leveled Text
feel neutral about his or her	Students complete	Word Network		Comprehension Check
heritage.	comprehension questions.	Students add new words to	Speaking and Listening:	Students complete
Speaking and Listening:	demprenerioien queenerio.	their Word Network as they	Dialogue (RP)	comprehension questions.
Partner Discussion	<b>@</b>	read texts in the unit.		de la constantina del constantina de la constantina de la constantina del constantina de la constantin
	Everything Stuck to Him:	Conventions and Style	Evidence Log	<b>@</b>
Speaking and Listening:	First Read Extension	Conventions and Style: Pronouns and Antecedents	Students add notes and	The Leap: First Read
Partner Discussion (RP)	Questions		evidence that will be used to	Extension Questions
1		Students analyze examples of	inform the Performance-	
Evidence Log	Research to Clarify	pronouns in the story.	Based Assessment.	Research to Clarify
Students add notes and	Students research one	Conventions and Style:	0.0	Students research one
evidence that will be used to	unfamiliar detail from the text.	Pronouns and Antecedents	Selection Test:	unfamiliar detail from the text.
inform the Performance-	Because to Evelore	Conventions and Style:	Everything Stuck to Him	
Based Assessment.	Research to Explore Students research an aspect	Conventions and Style: Pronouns and Antecedents		
	of the text they find	(RP)		
	interesting.	(NF)	STANDARDS	STANDARDS
	micresting.		<u> </u>	STANDARDS



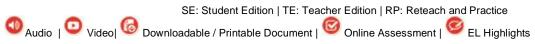




0.0		CTANDADDC	DL 44 40 0: W 44 40 0	DI 44 40 40
Selection Test: Everyday Use  STANDARDS W.11-12.3.a-e; SL.11-12.1; SL.11-12.1.a	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text  Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze Craft and Structure: Narrative Structure Students write notes about the internal story in "Everything Stuck to Him".  Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP)  STANDARDS RL.11-12.10	STANDARDS L.11-12.1; L.11-12.3	RL.11-12.3; W.11-12.3.a-e; SL.11-12.4.a; SL.11-12.6	RL.11-12.10
myPerspectives ELL Support				











Writing to Sources: Audio Summary Word Study: Endocentric Audio Summary Writing to Sources: Narrative Scene (RP) Narrative (RP) Everything Stuck to Him: Compounds (RP) The Leap: Accessible (TE p 778) (TE p 790) (TE p 792) Accessible Leveled Text Leveled Text Conventions and Style: Speaking and Listening: Speaking and Listening: Malyze Craft and Partner Discussion (RP) Pronouns and Antecedents Dialogue (RP) Personalize for Learning Structure: Narrative Structure (TE p 779) (RP) (TE p 793) English Language Support: (RP) (TE p 791) Writina (TE p 789) Personalize for Learning (TE p 798) English Language Support: Personalize for Learning Personalize for Learning Preparing for a Partner English Language Support: Personalize for Learning English Language Support: discussion Identifying Pronouns and English Language Support: Unfamiliar Terms Antecedents (TE p 779) Literary Analysis (TE p 783) (TE p 791) (TE p 801) English Language Personalize for Learning English Language Support Lesson: Partners English Language Support: Support Lesson: Pronouns Discussion (On Realize) Dramatic Reading (TE p 787) and Antecedents (On Realize) iLit ELL Level F Text: "Thank You, M'am" Text: "What Are Friends Text: "What Are Friends Text: "What Are Friends Text: Somebody Everybody (short story) For? A Longer Life" For? A Longer Life" For? A Longer Life" Listens To (novel) Unit 6 Lesson 42 Unit 6 Lesson 2 Unit 6 Lesson 2 Unit 6 Lesson 2 Unit 4 Lesson 4, 7-9, 12-15, 17, 19-20, 22-24, 26-29, 32-"Brothers" (memoir) "Brothers" (memoir) "Brothers" (memoir) Text: "A Hunger to Be Free" (autobiography) Unit 6 Lesson 37 Unit 6 Lesson 37 Unit 6 Lesson 37 Unit 6 Lesson 44 Make Inferences and Write, Revise, and **Noun-Pronoun Agreement** Write a Narrative **Predictions** Write a Narrative Rehearse an Original Scene Unit 2 Lesson 11: Vocabulary Unit 2 Lessons 13-14: Work Unit 2 Lesson 3: Read Aloud. Unit 2 Lessons 13-14: Work Unit 3 Lesson 8: Work Time Unit 2 Lesson 13 Work Time Time Think Aloud Time Unit 4 Lesson 3: Work Time Unit 6 Lessons 22, 27–29: Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Read Aloud, Think Aloud Unit 6 Lesson 6: Work Time Monitor and Clarify by **Paraphrasing** Unit 2 Lesson 19: Read Aloud. Think Aloud











DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Anchor Text	Anchor Text	Anchor Text	WRITING FOCUS	WRITING FOCUS
The Leap	The Leap	The Leap	Write a Narrative	Write a Narrative
Louise Erdrich	Louise Erdrich	Louise Erdrich		
SE pp 802-803	SE pp 804-805	SE pp 806-807	SE pp 808-810	SE pp 811-815
MAKING MEANING	LANGUAGE	EFFECTIVE EXPRESSION	PERFORMANCE TASK	LANGUAGE
	DEVELOPMENT			DEVELOPMENT: STYLE
Close Read the Text		Writing to Sources:	Write a Fictional Narrative	
Students will review the Close	Concept Vocabulary	Anecdote	Students write a fictional	Add Variety: Dialogue
Read Model and complete the	Students complete activities	Students write an anecdote	narrative that answers the	Students look for ways to
close read sections in the	related to the Concept	about an event in their past.	question: How do stressful	incorporate dialogue into their
selection.	Vocabulary words:	Writing to Sources:	situations often reveal the	writing.
Close Read the Text	encroaching; instantaneously;	Anecdote	best and worst in people?	
- Close Read the Text	anticipation; constricting;			Revising
Analyze the Text	perpetually; superannuated	Writing to Sources:	PreWriting/Planning	Students evaluate and revise
Students will respond to		Anecdote (RP)	Students focus on a conflict,	draft utilizing peer reviews.
questions about the text,	Word Study: Latin Root:	, ,	create a story chart, develop	
citing textual evidence.	-strict-	Speaking and Listening:	your characters, and connect	Editing and Proofreading
citing textual evidence.	Students complete activities	Response to Literature	to texts.	Students edit for conventions
Analyze Craft and	finding the Latin root -strict	Students choose a quote and		and proofread for accuracies.
Structure: Narrative	_	explain how it connects to the	Drafting	
Structure	Concept Vocabulary and	plot and themes of the story.	Students organize and write a	Publishing and Presenting
Students write notes about	Word Study	Consistence and Listanian	first draft.	Students create a final
the internal story in		Speaking and Listening:	074494555	version of their narrative and
"Everything Stuck to Him".	Word Study: Latin Root:	Response to Literature	STANDARDS	share in small groups.
	-strict- (RP)	Speaking and Listening:	W.11-12.3.a-e; W.11-12.10	
Analyze Craft and		Response to Literature (RP)		Reflecting
Structure: Narrative Structure	Word Network			Students reflect on their
Analyze Craft and	Students add new words to	Evidence Log		narratives.
Structure: Narrative Structure	their Word Network as they	Students add notes and		074ND4DD0
(RP)	read texts in the unit.	evidence that will be used to		STANDARDS
(131-)		inform the Performance-		W.11-12.3.a; W.11-12.3.b;
STANDARDS	Author's Style: Motif	Based Assessment.		W.11-12.3.c; W.11-12.3.e;
RL.11-12.1; RL.11-12.3	Students analyze motifs in			L.11-12.1; L.11-12.4.c
NL. 11-12. 1, NL. 11-12.3	"The Leap."	@@ <u>-</u>		
	Author's Style: Motif	Selection Test: The		
		Leap		
	Author's Style: Motif (RP)	0744154550		
	STANDARDS	STANDARDS		
	RL.11-12.4; L.11-12.4.b	W.11-12.3; SL.11-12.4		







Personalize for Learning English Language Support: Vocabulary (TE p 802)

Personalize for Learning English Language Support: Narrative Structure: Analyze Suspense (TE p 802)

English Language Support Lesson: Suspense (On Realize)

Word Study: Latin Root: -strict- (RP) (TE p 804)

Author's Style: Motif (RP) (TE p 805)

Personalize for Learning **English Language Support:** Point of View (TE p 805)

Writing to Sources: Anecdote (RP) (TE p 806)

Speaking and Listening: Oral Response to Literature (RP) (TE p 807)

Personalize for Learning English Language Support: Reading Fiction Aloud (TE p 807)

Personalize for Learning English Language Support: Developing Characters (TE p 809)

Personalize for Learning English Language Support: Tagging Dialogue (TE p 811)

Personalize for Learning English Language Support: Pay Attention to Punctuation (TE p 815)

### iLit ELL Level F

## Text: Somebody Everybody Listens To (novel)

Unit 4 Lesson 4, 7-9, 12-15. 17, 19-20, 22-24, 26-29, 32-

## Analyze a Character (examples)

Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud. Think Aloud

### **Determine Text Structure**

Unit 2 Lesson 40: Whole Group

Unit 2 Lesson 42: Work Time

## Text: Somebody Everybody Listens To (novel)

Unit 4 Lesson 4, 7-9, 12-15. 17, 19-20, 22-24, 26-29, 32-

## Use Latin Roots to **Determine Meaning**

Unit 4 Lesson 6: Whole Group

# Text: Somebody Everybody Listens To (novel)

Unit 4 Lesson 4, 7-9, 12-15. 17, 19-20, 22-24, 26-29, 32-

## Fluency (examples)

Unit 1 Lesson 4: Work Time Unit 2 Lesson 42: Work Time Unit 6 Lesson 30: Work Time

### **Presentations and Projects** Unit 1 Lesson 4: Work Time

## Write a Narrative Paragraph/Essay Unit 2 Lessons 13-14: Work

Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole

Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group

Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time

### Assignments (examples) Unit 4 Lessons 11–15: Write

a Narrative Paragraph Unit 6 Lessons 11-15: Write a Narrative Paragraph

## Write a Narrative Paragraph/Essay

Unit 2 Lessons 13-14: Work Time

Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group

Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group

Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time

# Assignments (examples)

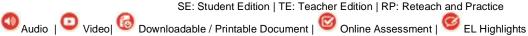
Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11-15: Write a Narrative Paragraph















DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	SELECTION A Brief History of the Short Story D.F. McCourt	SELECTION An Occurrence at Owl Creek Bridge Ambrose Bierce	SELECTION An Occurrence at Owl Creek Bridge Ambrose Bierce	SELECTION An Occurrence at Owl Creek Bridge Ambrose Bierce
SE pp 816-819	SE pp 820-827	SE pp 828-838	SE p 839	SE p 840
Essential Question What do stories reveal about the human condition?  Small-Group Learning Strategies  Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies  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 Apply the rules Apply the rules Apply the rules Take a communication plan  Making a Schedule Students make a schedule with group for completing tasks.  Working on Group Projects Students choose specific roles for each member.	Concept Vocabulary supplanted; ascendant; renaissance  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction  Read the Selection Selection Audio A Brief History of the Short Story: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  A Brief History of the Short Story: First Read Extension Questions  Research to Explore Students research one aspect of the text they find interesting.	Concept Vocabulary etiquette; deference; dictum  First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection  An Occurrence at Owl Creek Bridge: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  An Occurrence at Owl Creek Bridge: First Read Extension Questions  Research to Clarify Students research one unfamiliar detail from the text.  Research to Explore Students conduct research on an aspect of the text they find interesting.	Concept Vocabulary Students complete activities related to the Concept Vocabulary words: etiquette; deference; dictum  Word Study: Latin Root: -um  Concept Vocabulary and Word Study Word Study: Latin Root: -um (RP)  Word Network Students add new words to their Word Network as they read texts in the unit.  STANDARDS L.11-12.4; L.11-12.4.b	Analyze Craft & Structure: Author's Choices: Structure Students analyze figurative language.  Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP)  STANDARDS RL.11-12.5; Pl.6A









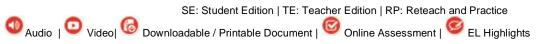


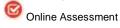


Close Read the Text	STANDARDS	
Students will review the Close	RL. 11-12.10; L.11-12.4.a	
Read Model and complete the		
close read sections in the		
selection.		
Close Read the Text		
Analyze the Text		
Students will respond to		
questions about the text,		
citing textual evidence.		
citing textual evidence.		
LANGUAGE		
DEVELOPMENT		
DEVELOPMENT		
Concept Veschulen		
Concept Vocabulary		
Students complete activities		
related to the Concept		
Vocabulary words:		
supplanted; ascendant;		
renaissance		
Word Study: Latin Root		
-scend-		
Concept Vocabulary and		
Word Chiefe		
vvoid Study		
Word Study: Latin Root		
-scend- (RP)		
( /		
Word Network		
Students add new words to		
their Word Network as they		
read texts in the unit.		
read texts in the unit.		
Analyze Craft & Structure:		
Analyze Craft & Structure.  Author's Choices:		
Sequence of Events		
Students will analyze how the		
author structures events in		
the story.		





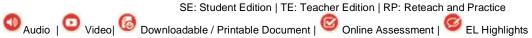


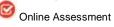


Analyze Craft and Structure: Sequence of **Events** Analyze Craft and Structure: Sequence of Events (RP) **Conventions and Style: Active and Passive Voice** Students label sentences as either passive or active. Conventions and Style: Active and Passive Voice Conventions and Style: Active and Passive Voice (RP) Research: Research Report Students create a research report that relates to the story. Research: Research Report Research: Research Report (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. History of the Short Story **STANDARDS** RI.11-12.3; RI.11-12.5; RI.11-12.10; W.11-12.7; L.11-12.1.a; L.11-12.4.a; L.11-12.4.b







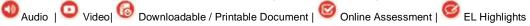


### myPerspectives ELL Support Word Study: Latin Suffix: Audio Summary Audio Summary Analyze Craft and -um (RP) Structure: Author's Choices: A Brief History of the An Occurrence at Owl (TE p 839) Structure (RP) Short Story: Accessible Creek Bridge: Accessible (TE p 840) Leveled Text Leveled Text Word Study: Latin Root Personalize for Learning Personalize for Learning English Language Support: -scend- (RP) English Language Support: **Understanding Patterns of** (TE p 824) Descriptive Language Organization Analyze Craft and (TE p 830) (TE p 840) Structure: Sequence of Personalize for Learning Events (RP) English Language English Language Support: (TE p 825) **Determining Main Ideas** Support Lesson: Patterns of Conventions and Style: (TE p 838) Organization (On Realize) Active and Passive Voice(RP) (TE p 826) Research: Research Report (RP) (TÉ p 827) Personalize for Learning English Language Support: Using Active and Passive Voice (TE p 826) English Language Support Lesson: Active and Passive Voice (On Realize) Personalize for Learning English Language Support: **Extended Definitions** (TE p 827)













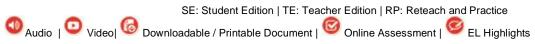
iLit ELL Level F					
Rules for Conversation	Introduce Genre: Science	Introduce Genre: Science	Introduce Genre: Science	Introduce Genre: Science	
Routines	Fiction Short Story	Fiction Short Story	Fiction Short Story	Fiction Short Story	
Unit 1 Lesson 2: Classroom	Unit 4 Lesson 2	Unit 4 Lesson 2	Unit 4 Lesson 2	Unit 4 Lesson 2	
Conversation					
	Introduce Genre: Short	Introduce Genre: Short	Introduce Genre: Short	Introduce Genre: Short	
Classroom	Story	Story	Story	Story	
Conversation (examples) Unit 4 Lesson 2: Classroom	Unit 6 Lesson 3	Unit 6 Lesson 3	Unit 6 Lesson 3	Unit 6 Lesson 3	
Conversation	Text: "Anything Can	Text: "Anything Can	Text: "Anything Can	Text: "Anything Can	
Unit 6 Lesson 42: Classroom	Happen" (short story)	Happen" (short story)	Happen" (short story)	Happen" (short story)	
Conversation	Unit 6 Lesson 3	Unit 6 Lesson 3	Unit 6 Lesson 3	Unit 6 Lesson 3	
	Active and Passive Voice Unit 2 Lesson 17: Work Time	<b>Main Idea</b> Unit 2 Lesson 41: Whole Group	Suffixes (Examples) Unit 2 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary; Work Time Unit 4 Lesson 43: Vocabulary	Figurative Language Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group	











DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION An Occurrence at Owl Creek Bridge Ambrose Bierce	SELECTION The Jilting of Granny Weatherall Katherine Anne Porter	SELECTION The Jilting of Granny Weatherall Katherine Anne Porter	SELECTION The Jilting of Granny Weatherall Katherine Anne Porter	SELECTION The Jilting of Granny Weatherall Katherine Anne Porter
SE p 841	SE pp 842-852	SE pp 853	SE pp 854-855	SE pp 856-857
LANGUAGE DEVELOPMENT	MAKING MEANING	MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION
Conventions and Style: Varying Syntax for Effect Students notice how the author uses a device known as asyndeton. Conventions and Style: Varying Syntax for Effect Conventions and Style: Varying Syntax for Effect (RP) Selection Test: An Occurrence at Owl Creek Bridge STANDARDS L.11-12.1.a; L.11-12.3.a	Pirst Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  Read the Selection Selection Audio The Jilting of Granny Weatherall: Accessible Leveled Text  Comprehension Check Students complete comprehension questions.  The Jilting of Granny Weatherall: First Read Extension Questions  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.  Analyze the Text  LANGUAGE DEVELOPMENT  Concept Vocabulary Students complete activities related to the Concept Vocabulary words: hypodermic; clammy; dyspepsia  Word Study: Greek Prefix: dys- Concept Vocabulary and Word Study Word Study: Greek Prefix: dys- Word Study: Greek Prefix: dys- (RP)	Analyze Craft & Structure: Narrative Structure Students will analyze stream of consciousness, flashbacks and narrative point of view in the reading.  Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP)  LANGUAGE DEVELOPMENT  Author's Style: Figurative Language Students identify metaphors or similes in the passage.  Author's Style: Figurative Language Author's Style: Figurative Language Students identify metaphors or similes in the passage.  The passage of the passage of the passage of the passage.  Author's Style: Figurative Language Author's Style: Figurative Language (RP)  STANDARDS RL.11-12.5	Writing to Compare: Oral Presentation Students write a comparison of two stories they have studied then present to the class.  Writing to Compare: Oral Presentation  Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RL.11-12.5; W.11-12.2; SL.11-12.6











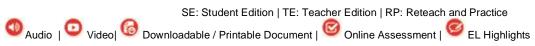


	Research to Explore Students research one aspect of the text they find interesting.  STANDARDS RL.11-12.10; L.11-12.4.b	Word Network Students add new words to their Word Network as they read texts in the unit.  STANDARDS L.11-12.4.b		
myPerspectives ELL Support				
Conventions and Style: Varying Syntax for Effect (RP) (TE p 841)	Audio Summary  The Jilting of Granny Weatherall: Accessible Leveled Text  Personalize for Learning English Language Support: Text Analysis (TE p 847)	Word Study: Greek Prefix: dys- (RP) (TE p 853)	Analyze Craft and Structure: Narrative Structure (RP) (TE p 854) Author's Style: Figurative Language (RP) (TE p 855)  Personalize for Learning English Language Support: Point of View (TE p 854)  Personalize for Learning English Language Support: Identifying Similes and Metaphors (TE p 855)  English Language Support Lesson: Similes and Metaphors (On Realize)	Personalize for Learning English Language Support: Organizing an Essay (TE p 857)







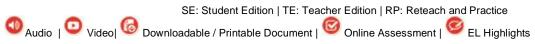


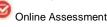


Introduce Genre: Science	"Someone Who Used to	"Someone Who Used to	"Someone Who Used to	"Someone Who Used to
Fiction Short Story	Have Someone" (poem)	Have Someone" (poem)	Have Someone" (poem)	Have Someone" (poem)
Unit 4 Lesson 2	Unit 6 Lesson 37	Unit 6 Lesson 37	Unit 6 Lesson 37	Unit 6 Lesson 37
Introduce Genre: Short	Text: "Fish Cheeks"	Text: "Fish Cheeks"	Text: "Fish Cheeks"	Text: "Fish Cheeks"
Story	(memoir)	(memoir)	(memoir)	(memoir)
Unit 6 Lesson 3	Unit 6 Lesson 38	Unit 6 Lesson 38	Unit 6 Lesson 38	Unit 6 Lesson 38
Text: "Anything Can Happen" (short story) Unit 6 Lesson 3	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42	Text: "Thank You, M'am" (short story) Unit 6 Lesson 42
		Prefixes (Examples) Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 7: Work Time	Identify Similes and Metaphors Unit 6 Lesson 10: Whole Group	Organizing and Planning a Presentation Unit 5 Lesson 1-10: 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 Present a Narrative				
Present a Narrative				
SE pp 858-859	SE pp 860-861	SE pp 862-864	SE pp 865-867	SE pp 867-869
PERFORMANCE TASK	Essential Question What do stories reveal about	MAKING MEANING	PERFORMANCE-BASED ASSESSMENT PREP	PERFORMANCE-BASED ASSESSMENT
Speaking and Listening	the human condition?	First-Read Guide	ASSESSMENT FREF	ASSESSMENT
Focus:	the naman condition:	Students Notice, Annotate,	Review Notes for a	Speaking and Listening:
Present a Narrative	Independent Learning	Connect, Respond as they	Narrative	Storytelling Session
Students will develop a	Strategies	read the selection the first	Students evaluate the	After completing the narrative,
stream-of-consciousness	Create a Schedule	time.	strength of their content.	students conduct a
narrative the reviews how the	<ul> <li>Practice what you have</li> </ul>	First-Read Guide	Evidence Log	storytelling session.
technique is used in the short stories.	learned	Close-Read Guide	Evidence Log Students add notes and	Reflect on the Unit
Stories.	Take Notes	First-Read Guide	evidence that will be used to	Students reflect on Unit goals,
Plan With Your Group		Close-Read the Text	inform the Performance-	learning strategies, and the
Students will analyze the text,	Independent Learning	Globb Road the Fox	Based Assessment.	text.
draft the narrative, plan use of	Strategies	Students will review the Close	l	_
media, and organize the presentation.	Talle of Control Burto	Read Model and complete the	Writing to Sources: Narrative	Reflect on the Unit
presentation.	Table of Contents Preview Preview the selections in the	close read sections in the	Students will write a short	
Rehearse with Your Group	unit and discuss how they	selection.	story answering how fictional	
Students practice the	relate to the EQ and unit	Analyze the Text	characters respond to life-	O'lit Test
narrative, film, present and	topic.	Students will respond to	changing news.	STANDARDS
evaluate.		questions about the text,		SL.11-12.1.a; SL.11-12.5
Present and Evaluate		citing textual evidence.	Narrative Rubric Students use the rubric to	
Students present as a group		Quick Write	guide their revisions.	
and use checklist items to		Students write about a	galao tron roviolorio.	
evaluate.		paragraph that grabbed their	STANDARDS	
		interest.	W.11-12.1.a-e; W.11-12.10	
STANDARDS				
SL.11-12.1.c; W.11-12.3; W.11-12.3.b		Share Your Independent		
VV. 11-12.J.D		Learning Students share what they		
		learned from independent		
		learning with a group and		
		reflect on how it adds to their		
		understanding of the human		
		condition.		









		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.  STANDARDS RL.11-12.10; RI.11-12.10; SL.11-12.1		
myPerspectives ELL Support				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Literary Terms (TE p 866)	Personalize for Learning English Language Support: Support Opinions (TE p 869)
iLit ELL Level F				
Write and Perform an Original an Original Scene Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time Unit 3 Lesson 9: Work Time Read Dialogue Aloud from Novel or Short Story Unit 3 Lesson 5: Whole Group Assignments (examples) Unit 6 Lessons 31–35: Present a Narrative Essay	Take Notes Unit 1 Lesson 4: Work Time  Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation  Classroom Conversation (examples) Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud  Summarize Text Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud  Make Inferences and Predictions Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time  iLibrary All texts	Write a Narrative Paragraph/Essay Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time Unit 6 Lesson 34: Work Time Assignments (examples) Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph	Write and Perform an Original an Original Scene Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time Work Time Unit 3 Lesson 9: Work Time Read Dialogue Aloud from Novel or Short Story Unit 3 Lesson 5: Whole Group Assignments (examples) Unit 6 Lessons 31–35: Present a Narrative Essay

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