

# Grade 11 Unit Planning Guide



# myPerspectives Unit Planning Guide

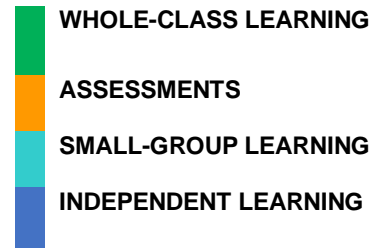
GRADE 11 | UNIT 1: **Writing Freedom**

ESSENTIAL QUESTION: *What is the meaning of freedom?*

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

## INSTRUCTIONAL MODEL



### 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 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*

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- 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
<b>UNIT INTRODUCTION</b>	<b>OVERVIEW</b> Whole-Class Learning	<b>SELECTION</b> Historical Perspectives Focus Period: 1750-1800	<b>SELECTION</b> Anchor Text Declaration of Independence Thomas Jefferson	<b>SELECTION</b> Anchor Text Declaration of Independence Thomas Jefferson
SE pp 2-9	SE pp 10-11	SE pp 12-15	SE pp 16-25	SE pp 26-29
<p><b>Unit Goals</b> Students will deepen their perspective of American Freedoms by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> confirm, demonstrate, supplement, establish, conviction</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p><b>Launch Text</b> Students will read “<i>Totally Free?</i>” They will then be able to participate in discussions about freedom.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b></p>	<p><b>Essential Question</b> <i>What is the meaning of freedom?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>A NEW NATION</b></p> <p><b>Voices of the Period</b> Students analyze word meaning and usage of the period.</p> <p><b>History of the Period</b> Students read about causes and effects of the American Revolution and the beginnings of the nation.</p> <p><b>Literature Selections</b> Students preview the selections titles and compare and contrast ways they explore the idea of freedom.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> unalienable; constrains; tyranny; assent; acquiesce; recititude</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Declaration of Independence: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Declaration of Independence: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b></p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: unalienable; constrains; tyranny; assent; acquiesce; recititude</p> <p><b>Word Study: Latin Root: -rect-</b> Students complete activities related to the Latin Root – <i>rect-</i>.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -rect- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Conventions and Style: Changes in Syntax and Usage</b> Students identify changes in syntax and usage.</p> <p> Conventions and Style: Changes in Syntax and Usage</p>

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<p>Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p><b>STANDARDS</b> L.11-12.6; PI.12; PIII</p>			<p>Students conduct research on the Declaration of Independence.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence</p> <p><b>Analyze Craft &amp; Structure Author's Purpose: Argumentation</b> Students will analyze a variety of persuasive appeals.</p> <p> Analyze Craft and Structure: Author's Purpose: Argumentation</p> <p> Analyze Craft and Structure: Author's Purpose: Argumentation (RP)</p> <p><b>STANDARDS</b> RI.11-12.1; RL.11-12.8; RI.11-12.9; RI.11-12.10</p>	<p> Conventions and Style: Changes in Syntax and Usage (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Editorial</b> Students write an editorial for a local school newspaper.</p> <p> Writing to Sources: Editorial</p> <p> Writing to Sources: Editorial (RP)</p> <p><b>Speaking and Listening: Class Discussion</b> Students participate in a class discussion.</p> <p> Speaking and Listening: Class Discussion</p> <p> Speaking and Listening: Class Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: Declaration of Independence</p> <p><b>STANDARDS</b> 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</p>
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myPerspectives ELL Support				
<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 5)</p> <p>Personalize for Learning English Language Support: Vocabulary for QuickWrite (TE p 9)</p>		<p>Personalize for Learning English Language Support: Unfamiliar Words/ Figurative Language (TE p 13)</p>	<p> Audio Summary</p> <p> Declaration of Independence: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Author's Purpose: Argumentation (RP) (TE p 25)</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 19)</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 21)</p> <p>Personalize for Learning English Language Support: Identifying Persuasion in an Argument (TE p 25)</p> <p> English Language Support Lesson: Persuasive Techniques(On Realize)</p>	<p> Word Study: Latin Root: <i>-rect-</i> (RP) (TE p 26)</p> <p> Conventions: Changes in Syntax and Usage (RP) (TE p 27)</p> <p> Writing to Sources: Editorial (RP) (TE p 28)</p> <p> Speaking and Listening: Class Discussion (RP)</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 27)</p> <p>Personalize for Learning English Language Support: Choral Reading (TE p 29)</p>











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















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

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<p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft &amp; Structure</b> <b>Author's Choices: Structure</b> Students will analyze the structure of the readings.</p> <p> Analyze Craft and Structure: Structure</p> <p> Analyze Craft and Structure: Structure (RP)</p> <p><b>STANDARDS</b> RI.11-12.5; RI.11-12.5.a; RI.11-12.9; RI.11-12.10</p>	<p> Conventions and Style: Punctuation for Enumeration (RP)</p> <p><b>STANDARDS</b> L.11-12.a; L.11-12.4; L.11-12.4.c</p>	<p><b>SELECTION TEST</b></p> <p>  Selection Test: Preamble to the Constitution/The Bill of Rights</p> <p><b>STANDARDS</b> W.11-12.2.b; SL.11-12.4</p>	<p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students explore an aspect of the text they find interesting.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft &amp; Structure</b> <b>Author's Purpose: Rhetoric</b> Students will analyze rhetorical devices in the speech.</p> <p> Analyze Craft and Structure: Author's Purpose: Rhetoric</p> <p> Analyze Craft and Structure: Author's Purpose: Rhetoric (RP)</p> <p><b>STANDARDS</b> RI.11-12.1; RI.11-12.6; RI.11-12.10</p>	<p> Conventions and Style: Syntax and Rhetoric (RP)</p> <p><b>STANDARDS</b> L.11-12.2; L.11-12.3.a; L.11-12.4.c</p>
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<p> Audio Summary</p> <p> Preamble to the Constitution/Bill of Rights: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Structure (RP) (TE p 35)</p> <p>Personalize for Learning English Language Support: Unfamiliar words and Expressions (TE p 30)</p> <p>Personalize for Learning English Language Support: Choral Reading (TE p 31)</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 34)</p>	<p> Word Study: Multiple-Meaning Words (RP) (TE p 36)</p> <p> Conventions and Style: Punctuation for Enumeration (RP) (TE p 37)</p> <p>Personalize for Learning English Language Support: Understanding Multiple-Meaning Words (TE p 36)</p> <p> English Language Support Lesson: Multiple-Meaning Words (On Realize)</p>	<p> Writing to Sources: Extended Definition (RP) (TE p 38)</p> <p> Speaking and Listening: Speech (RP) (TE p 39)</p> <p>Personalize for Learning English Language Support: Writing and Delivering a Speech (TE p 39)</p>	<p> Audio Summary</p> <p> Speech in the Convention: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Rhetoric (RP) (TE p 47)</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 41)</p> <p>Personalize for Learning English Language Support: Paraphrasing for Comprehension (TE p 43)</p> <p>Personalize for Learning English Language Support: Rhetorical Devices (TE p 47)</p> <p> English Language Support Lesson: Persuasive Devices (On Realize)</p>	<p> Word Study: Latin Suffix: -ity (RP) (TE p 48)</p> <p> Conventions and Style: Syntax and Rhetoric (RP) (TE p 49)</p>
















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











DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p><b>SELECTION</b> Anchor Text Speech in the Convention Benjamin Franklin</p> <p>SE pp 50-51</p>	<p><b>SELECTION</b> The American Revolution: Visual Propaganda</p> <p>SE pp 52-57</p>	<p><b>SELECTION</b> The American Revolution: Visual Propaganda</p> <p>SE pp 58-59</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument</p> <p>SE pp 60-64</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument</p> <p>SE pp 65-67</p>
<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Evaluation</b> Students write an evaluation of the speech.</p> <p> Writing to Sources: Evaluation</p> <p> Writing to Sources: Evaluation (RP)</p> <p><b>Speaking and Listening: Video Recording</b> Students make a video recording of a dramatic delivery of Franklin's speech.</p> <p> Speaking and Listening: Video Recording</p> <p> Speaking and Listening: Video Recording (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: Speech in the Convention</p> <p><b>STANDARDS</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> propaganda; appeal; symbolism</p> <p><b>First Review</b> Students Look, Note, Connect, Respond as they review the media the first time.</p> <p> First-Review Guide: Media: Art and Photography</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The American Revolution: Visual Propaganda</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.6</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Political Infomercial</b> Students develop a political infomercial for an imaginary politician.</p> <p> Speaking and Listening: Multimedia Presentation</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> RI.11-12.5.a; RI.11-12.7; SL.11-12.5</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Write an Argumentative Essay</b> Students write an argument taking a position on the Preamble or the Declaration of Independence.</p> <p><b>PreWriting/Planning</b> Students break down the prompt, gather evidence, and connect across texts.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.11-12.1.a-f; W.11-12.8; W.11-12.10</p>	<p><b>LANGUAGE DEVELOPMENT: CONVENTIONS</b></p> <p><b>Create Cohesion: Tense Sequence</b> Students use logic to sequence verbs to improve writing.</p> <p><b>PERFORMANCE TASK</b></p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their argumentative and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their arguments.</p> <p><b>STANDARDS</b> W.11-12.1.c; W.11-12.1.d; W.11-12.5; L.11-12.1</p>

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W.11-12.1; W.11-12.1.f; SL.11-12.3; SL.11-12.5				
<b>myPerspectives ELL Support</b>				
 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)			
<b>iLit ELL Level F</b>				
<b>iLit Library</b> The People Who Gave Us the U.S. Constitution Benjamin Franklin The U.S. Emerges 1783-1800  <b>Present Explanatory Essay</b> Unit 2 Lesson 39-40: Work Time	<b>iLit Library</b> Two Kinds of Patriots Alexander Hamilton George Washington John Adams Inaugural Address  <b>Multiple Meanings</b> Unit 2 Lesson 2: Vocabulary Unit 6 Lesson 37: Vocabulary Unit 7 Lesson 3: Vocabulary	<b>iLit Library</b> Two Kinds of Patriots Alexander Hamilton George Washington John Adams Inaugural Address	<b>Write an Argumentative Paragraph/Essay</b> 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  <b>Assignments</b> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)	<b>Write an Argumentative Paragraph/Essay</b> 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  <b>Assignments</b> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 68-71</p>	<p><b>SELECTION</b> from America's Constitution: A Biography Akhil Reed Amar</p> <p>SE pp 72-81</p>	<p><b>SELECTION</b> from The United States Constitution: A Graphic Adaptation Jonathan Hennessey</p> <p>SE pp 82-88</p>	<p><b>SELECTION</b> from The United States Constitution: A Graphic Adaptation Jonathan Hennessey</p> <p>SE pp 89-91</p>	<p><b>SELECTION</b> from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 92-99</p>
<p><b>Essential Question</b> <i>What is the meaning of freedom?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> conclave; eminent; populist</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from America's Constitution: A Biography: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from America's Constitution: A Biography: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research an interesting topic.</p> <p><b>Close Read the Text</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> layout; speech balloon; caption</p> <p><b>First Review</b> Students Look, Note, Connect, Respond as they review the media the first time.</p> <p> First-Review Guide: Media: Art and Photography</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from The United States Constitution: A Graphic Adaptation</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students research an interesting topic from the graphic adaptation.</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.6</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Review</b> Students will review the graphic representation and record any new observations.</p> <p><b>Analyze the Media</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Media</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Vocabulary words: layout; speech balloon; caption</p> <p> Media Vocabulary</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Informative Essay</b> Students write an informative essay about the historical documents in the reading.</p> <p> Writing to Compare: Informative Essay</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> loathsome; wretched; dejected</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from The Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from The Interesting Narrative of the Life of Olaudah Equiano: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b></p>

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	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: conclave; eminent; populist</p> <p><b>Word Study: Latin Suffix: -ist</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix: -ist (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Author's choices: Rhetoric</b> Students will identify and clarify analogies.</p> <p> Analyze Craft and Structure: Rhetoric</p> <p> Analyze Craft and Structure: Rhetoric (RP)</p>		<p>inform the Performance-Based Assessment.</p> <p>  Selection Test: from The United States Constitution: A Graphic Adaptation</p> <p><b>STANDARDS</b> RI.11-12.3; RI.11-12.5; RI.11-12.7; W.11-12.2; W.11-12.9.b</p>	<p>Students research the author, the era, or the topic</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: loathsome; wretched; dejected</p> <p><b>Word Study: Latin Root: -ject-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -ject-</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Literary Nonfiction: Persuasive Purpose</b> Students will analyze elements of persuasive text.</p>
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	<p><b>Author's Style: Historical Narrative as Argument</b>                  Students identify examples of the author's use of historical details.</p> <p> Author's Style: Historical Narrative as Argument</p> <p> Author's Style: Historical Narrative as Argument (RP)</p> <p><b>Evidence Log</b>                  Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from America's Constitution: A Biography</p> <p><b>STANDARDS</b>                  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</p>			<p> Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose</p> <p> Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose (RP)</p> <p><b>STANDARDS</b>                  RI.11-12.6; RI.11-12.10; L.11-12.4; L.11-12.4.c</p>
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myPerspectives ELL Support				
	<p> Audio Summary</p> <p> from America's Constitution: A Biography : Accessible Leveled Text</p> <p> Word Study: Latin Suffix: <i>-ist</i> (RP) (TE p 79)</p> <p> Analyze Craft and Structure: Rhetoric (RP) (TE p 80)</p> <p> Author's Style: Historical Narrative as Argument (RP) (TE p 81)</p> <p>Personalize for Learning English Language Support: Understanding the Latin Suffix <i>-ist</i> (TE p 78)</p> <p> English Language Support Lesson: Latin Suffix - <i>ist</i> (On Realize)</p>	<p> Audio Summary</p> <p> from The United States Constitution: A Graphic Adaptation: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Significant Symbols (TE p 83)</p> <p>Personalize for Learning English Language Support: Analyze the Panels (TE p 87)</p>		<p> Audio Summary</p> <p> from The Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text</p> <p> Word Study: Latin Suffix: <i>-ject-</i> (RP) (TE p 98)</p> <p> Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose (RP) (TE p 99)</p>



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


















DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p><b>SELECTION</b> from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano</p> <p>SE pp 100-101</p>	<p><b>SELECTION</b> Letter to John Adams Abigail Adams</p> <p>From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters Diane Jacobs</p> <p>SE pp 102-113</p>	<p><b>SELECTION</b> Letter to John Adams Abigail Adams</p> <p>From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters Diane Jacobs</p> <p>SE pp 114-115</p>	<p><b>SELECTION</b> Letter to John Adams Abigail Adams</p> <p>From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters Diane Jacobs</p> <p>SE pp 116-117</p>	<p><b>SELECTION</b> <b>Gettysburg Address</b> Abraham Lincoln</p> <p>SE pp 118-125</p>
<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions and Style: Eighteenth-Century Narrative Style</b> Students identify examples of eighteenth-century usage.</p> <p> Conventions and Style: Eighteenth-Century Narrative Style</p> <p> Conventions and Style: Eighteenth-Century Narrative Style (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Argument</b> Students write an argument related to the abolitionist cause.</p> <p> Writing to Sources: Argument</p> <p> Writing to Sources: Argument (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> vassals; foment; dissented</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Letter to John Adams/ From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Letter to John Adams/ From Dear Abigail: The intimate Lives and</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: vassals; foment; dissented</p> <p><b>Word Study: Word Families</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Word Families (RP)</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Author's Style: Voice</b> Students find examples of types of diction, syntax, and tone in the passages.</p> <p> Author's Style: Voice</p> <p> Author's Style: Voice (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Oral Presentation</b> Students create and deliver an oral presentation based on the selections.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Letter to John Adams/Dear Abigail</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> dedicated; consecrate; hallow</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Gettysburg Address: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Gettysburg Address: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b></p>

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<p>inform the Performance-Based Assessment.</p> <p>  Selection Test: from The Interesting Narrative of the Life of Olaudah Equiano</p> <p><b>STANDARDS</b> W.11-12.1.f; L.11-12.1; L.11-12.1.a</p>	<p>Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>STANDARDS</b> RL.11-12.10; L.11-12.4.a</p>	<p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Primary and Secondary Sources</b> Students will analyze how the author uses primary sources to add interest, clarity, and legitimacy to the points being made.</p> <p> Analyze Craft and Structure: Primary and Secondary Sources</p> <p> Analyze Craft and Structure: Primary and Secondary Sources (RP)</p> <p><b>STANDARDS</b> RI.11-12.9; L.11-12.4.b</p>	<p><b>STANDARDS</b> RI.11-12.6; SL.11-12.4</p>	<p>Students ask on question about the battle and do research.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: dedicated; consecrate; hallow</p> <p><b>Word Study: Denotation and Connotation</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Denotation and Connotation(RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Author's Choice: Diction</b> Students will analyze the powerful impact of Lincoln's diction in the speech</p>
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				<p> Analyze Craft and Structure: Author’s Choice: Diction</p> <p> Analyze Craft and Structure: Author’s Choice: Diction (RP)</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Author’s Style: Rhetorical Devices: Antithesis</b> Students analyze examples of formal antithesis.</p> <p> Author’s Style: Rhetorical Devices: Antithesis</p> <p> Author’s Style: Rhetorical Devices: Antithesis (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Research: Report</b> Students write a report that focuses on an aspect of Lincoln’s speech.</p> <p> Research: Report</p> <p> Research: Report (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Gettysburg Address</p>
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				<b>STANDARDS</b> 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
<b>myPerspectives ELL Support</b>				
<p> Conventions and Style: Eighteenth-Century Narrative Style (RP) (TE p 100)</p> <p> English Language Support Lesson: Eighteenth-Century Narrative Style (On Realize)</p> <p> Writing to Sources: Argument (RP) (TE p 101)</p> <p>Personalize for Learning English Language Support: Summaries (TE p 101)</p>	<p> Audio Summary</p> <p> Letter to John Adams/ From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Unpacking a Complex Sentence (TE p 107)</p> <p>Personalize for Learning English Language Support: Nominalization (TE p 110)</p> <p>Personalize for Learning English Language Support: Multiple Meanings (TE p 112)</p>	<p> Word Study: Word Families (RP) (TE p 114)</p> <p> Analyze Craft and Structure: Primary and Secondary Sources (RP) (TE p 115)</p>	<p> Author's Style: Voice (RP) (TE p 116)</p> <p> Speaking and Listening: Oral Presentation (RP) (TE p 117)</p> <p>Personalize for Learning English Language Support: Oral Presentation (TE p 117)</p> <p> English Language Support Lesson: Oral Presentation (On Realize)</p>	<p> Audio Summary</p> <p> Gettysburg Address: Accessible Leveled Text</p> <p> Word Study: Denotation and Connotation (RP) (TE p 122)</p> <p> Analyze Craft and Structure: Author's Choices: Diction (RP) (TE p 123)</p> <p> Author's Style: Rhetorical Devices: Antithesis (RP) (TE p 124)</p> <p> Research: Report (RP) (TE p 125)</p> <p>Personalize for Learning English Language Support: Understanding Antithesis (TE p 124)</p> <p> English Language Support Lesson: Antithesis (On Realize)</p>


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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>PERFORMANCE TASK:</b> <b>Speaking and Listening</b> <b>Focus</b> Present an Argument</p> <p>SE pp 126-127</p>	<p><b>INTRODUCE</b> <b>INDEPENDENT LEARNING</b></p> <p>SE pp 128-129</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 130-132</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 133-135</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 136-137</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Present an Argument</b> As a group, students present a panel discussion asking if narratives provide strong evidence to support arguments about American freedom.</p> <p><b>Plan with Your Group</b> Students analyze the text, make a generalization, gather evidence, and organize the discussion.</p> <p><b>Rehearse with Your Group</b> Students practice the presentation, fine-tune the content, and brush up on presentation technique.</p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.11-12.1.b; SL.11-12.4</p>	<p><b>Essential Question</b> <i>What is the meaning of freedom?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First-Read Guide</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of freedom.</p> <p><b>Evidence Log</b></p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Argument</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Argument</b> Students will write an argument asking what are the most effective tools for establishing and preserving freedom.</p> <p><b>Argument Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.11-12.1.a-f; W.11-12.10</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Speaking and Listening: Video Commentary</b> Students will use their essay as the foundation for a video commentary.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p>

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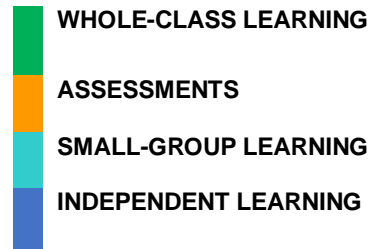


		<p>Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b>                      RL.11-12.10; RI.11-12.10;                      SL.11-12.1</p>		
<b>myPerspectives ELL Support</b>				
<p>Personalize for Learning English Language Support: Panel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

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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****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

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## 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 &amp; 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.



Audio |



Video|



Downloadable / Printable Document |
















Online Assessment |













EL Highlights


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DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 138-145</p>	<p><b>OVERVIEW</b> Whole-Class Learning</p> <p>SE pp 146-147</p>	<p><b>SELECTION</b> Historical Perspectives Focus Period: 1800-1870</p> <p>SE pp 148-151</p>	<p><b>SELECTION</b> Anchor Text The Writing of Walt Whitman Walt Whitman</p> <p>SE pp 152-159</p>	<p><b>SELECTION</b> Anchor Text The Writing of Walt Whitman Walt Whitman</p> <p>SE pp 160-165</p>
<p><b>Unit Goals</b> Students will deepen their perspective of individualism in American society by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> significant; incident; unique; sequence; impact</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 2 Answer Key</p> <p><b>Launch Text</b> Students will read “from Up From Slavery”. They will then be able to participate in discussions about the individual and society.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p>	<p><b>Essential Question</b> <i>What role does individualism play in American society?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Listen actively</li> <li>Clarify by asking questions</li> <li>Monitor understanding</li> <li>Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>AN AMERICAN IDENTITY</b></p> <p><b>Voices of the Period</b> Students analyze what alternative ideology may exist that would be in conflict with individualism.</p> <p><b>History of the Period</b> Students discuss growth in the United States and the influence of individualism.</p> <p><b>Literature Selections</b> Students compare and contrast the genres of poetry and persuasive essay.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> amplifier; teeming; vast; breadth; prolific; multitudes</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction/Poetry</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Writing of Walt Whitman: Accessible Leveled Text</p> <p><b>STANDARDS</b> RI.11-12.10; RL.11-12.10</p>	<p><b>MAKING MEANING</b></p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Writing of Walt Whitman: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Writing of Walt Whitman: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students research to find out why Whitman was regarded as a revolutionary.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p>

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

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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text The Writing of Walt Whitman Walt Whitman</p> <p>SE pp 166-167</p>	<p><b>SELECTION</b> Anchor Text The Writing of Walt Whitman Walt Whitman</p> <p>SE pp 168-169</p>	<p><b>SELECTION</b> Anchor Text The Poetry of Emily Dickinson Emily Dickenson</p> <p>SE pp 170-179</p>	<p><b>SELECTION</b> Anchor Text The Poetry of Emily Dickinson Emily Dickenson</p> <p>SE pp180-181</p>	<p><b>SELECTION</b> Anchor Text The Poetry of Emily Dickinson Emily Dickenson</p> <p>SE pp 182-183</p>
<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: ampler; teeming; vast; breadth; prolific; multitudes</p> <p><b>Word Study: Latin Combining Form: multi-</b> Students complete activities related to the Latin root <i>multi-</i>.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Combining Form: <i>multi-</i> (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Conventions and Style: Author's Choices: Diction</b> Students complete activities identifying word choice.</p> <p> Author's Style: Diction</p> <p> Author's Style: Diction (RP)</p> <p><b>STANDARDS</b></p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Narrative Account</b> Students write a narrative about something that happened while they were working.</p> <p> Writing to Sources: Narrative Account</p> <p> Writing to Sources: Narrative Account (RP)</p> <p><b>Speaking and Listening: Oral Interpretation</b> Students prepare and deliver an interpretation of one of the poems by Whitman.</p> <p> Speaking and Listening: Oral Interpretation</p> <p> Speaking and Listening: Oral Interpretation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: The Writing of Walt Whitman</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> emperor; imperial; treason; sovereign; captivity</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Poetry of Emily Dickinson: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Poetry of Emily Dickinson: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft and Structure: Poetic Structure and Style</b> Students will examine examples of Absurdist literature.</p> <p> Analyze Craft and Structure: Poetic Structure and Style</p> <p> Analyze Craft and Structure: Poetic Structure and Style (RP)</p> <p><b>STANDARDS</b> RL.11-12.4; RL.11-12.5</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: emperor; imperial; treason; sovereign; captivity</p> <p><b>Word Study: Word Derivations</b> Students complete activities related to parts of speech and derivations of related words.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Word Derivations (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Conventions and Style: Parts of Speech</b> Students complete activities identifying word choice.</p> <p> Conventions and Style: Parts of Speech</p> <p> Conventions and Style: Parts of Speech (RP)</p>












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



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<p><b>iLit Library (selections by Whitman)</b>                      A Twilight Song                      Faces                      For Him I Sing                      Memories of President Lincoln                      Old War-Dreams</p> <p><b>Introduce: Understand Poetry</b>                      Unit 7 Lesson 1</p> <p><b>Use Latin Roots to Determine Meaning</b>                      Unit 4 Lesson 6: Whole Group</p>	<p><b>iLit Library (selections by Whitman)</b>                      A Twilight Song                      Faces                      For Him I Sing                      Memories of President Lincoln                      Old War-Dreams</p> <p><b>Write a Narrative Paragraph/Essay</b>                      Unit 2 Lessons 13–14: Work Time                      Unit 4 Lesson 3: Work Time                      Unit 6 Lesson 6: Work Time</p>	<p><b>iLit Library (selections by Dickinson)</b>                      Dawn                      Friends                      In This Short Life                      Success                      Indian Summer                      The Wind</p> <p><b>Introduce: Understand Poetry</b>                      Unit 7 Lesson 1</p> <p><b>Figurative Language (examples)</b>                      Unit 2 Lesson 25: Whole Group                      Unit 3 Lesson 2: Wrap Up                      Unit 3 Lesson 3: Whole Group                      Unit 3 Lesson 4: Work Time</p>	<p><b>iLit Library (selections by Dickinson)</b>                      Dawn                      Friends                      In This Short Life                      Success                      Indian Summer                      The Wind</p> <p><b>Introduce: Understand Poetry</b>                      Unit 7 Lesson 1</p> <p><b>Identify Theme</b>                      Unit 7 Lesson 2: Read Aloud, Think Aloud</p>	<p><b>iLit Library (selections by Dickinson)</b>                      Dawn                      Friends                      In This Short Life                      Success                      Indian Summer                      The Wind</p> <p><b>Using Nouns in Sentences</b>                      Unit 2 Lesson 7: Work Time</p> <p><b>Vary Sentence Structure</b>                      Unit 2 Lesson 33: Whole Group</p>
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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p><b>SELECTION</b> Anchor Text The Poetry of Emily Dickinson Emily Dickenson</p> <p>SE p 184</p>	<p><b>SELECTION</b> Anchor Text The Poetry of Emily Dickinson Emily Dickenson</p> <p>SE p 185</p>	<p><b>SELECTION</b> from Emily Dickinson from Great Lives BBC Radio 4</p> <p>SE pp 186-191</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Personal Narrative</p> <p>SE pp 192-194</p>	<p><b>PERFORMANCE TASK: WRITING FOCUS</b> Write a Personal Narrative</p> <p>SE pp 195-199</p>
<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Blog Post</b> Students write a blog post in the first-person speaker in Dickinson’s poem.</p> <p> Writing to Sources: Blog Post</p> <p> Writing to Sources: Blog Post (RP)</p> <p><b>STANDARDS</b> RL.11-12.7; W.11-12.3; W.11-12.3.d</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Class Discussion</b> Students participate in a class discussion about “The Soul Selects her own Society”.</p> <p> Speaking and Listening: Class Discussion</p> <p> Speaking and Listening: Class Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: The Poetry of Emily Dickinson</p> <p><b>STANDARDS</b> SL.11-12.1.c; SL.11-12.6</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the media Vocabulary words: host; interview; commentary</p> <p> Media Vocabulary</p> <p><b>First Review</b> Students Listen, Note, Connect, Respond as they listen to the broadcast</p> <p> First Review Guide: Media-Audio</p> <p><b>Listen to the Selection</b></p> <p> Selection Audio</p> <p> from Emily Dickinson</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>Close Review</b> Students will listen to the broadcast again and write down new observations.</p> <p> Close-Review Guide: Media-Audio</p> <p><b>Analyze the Media</b></p>	<p><b>PERFORMANCE TASK</b></p> <p><b>Write a Personal Narrative</b> Students write a personal essay about a personal experience.</p> <p><b>PreWriting/Planning</b> Students establish the situation, gather evidence, and connect across texts.</p> <p><b>Drafting</b> Students organize and write a first draft.</p> <p><b>STANDARDS</b> W.11-12.3.a-e; W.11-12.10</p>	<p><b>PERFORMANCE TASK</b></p> <p><b>LANGUAGE DEVELOPMENT: CONVENTIONS</b></p> <p><b>Add Variety: Precise Words and Phrases</b> Students choose precise language to express their ideas.</p> <p><b>Revising</b> Students evaluate and revise draft utilizing peer reviews.</p> <p><b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.</p> <p><b>Publishing and Presenting</b> Students create a final version of their narratives and share in small groups.</p> <p><b>Reflecting</b> Students reflect on their narratives.</p> <p><b>STANDARDS</b> W.11-12.3.b; W.11-12.3.d; W.11-12.3.e</p>
















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









		<p>Students will respond to questions about the broadcast.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the media Vocabulary words: host; interview; commentary  Media Vocabulary</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Compare-and-Contrast Essay</b> Students will write an essay describing Lewis’s interpretations of “I’m Nobody! Who are you?”  Writing to Sources: Compare-and-Contrast Essay</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> RL.11-12.7; SL.11-12.3; RI.11-12.10</p>		
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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				
<b>iLit Library (selections by Dickinson)</b> Dawn Friends In This Short Life Success Indian Summer The Wind  <b>Introduce: Understand Poetry</b> Unit 7 Lesson 1	<b>iLit Library (selections by Dickinson)</b> Dawn Friends In This Short Life Success Indian Summer The Wind  <b>Collaborative Conversation Routine</b> Unit 1 Lesson 2: Whole Group  <b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation	<b>iLit Library (selections by Dickinson)</b> Dawn Friends In This Short Life Success Indian Summer The Wind  <b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation	<b>Write a Narrative Paragraph/Essay</b> 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  <b>Assignments (examples)</b> Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph	<b>Write a Narrative Paragraph/Essay</b> 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  <b>Assignments (examples)</b> 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
<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 200-203</p>	<p><b>SELECTION</b> from Nature from Self-Reliance Ralph Waldo Emerson</p> <p>SE pp 204-210</p>	<p><b>SELECTION</b> from Nature from Self-Reliance Ralph Waldo Emerson</p> <p>SE pp 210-213</p>	<p><b>SELECTION</b> from Walden from Civil Disobedience Henry David Thoreau</p> <p>SE pp 214-226</p>	<p><b>SELECTION</b> from Walden From Civil Disobedience Henry David Thoreau</p> <p>SE pp 226-229</p>
<p><b>Essential Question</b> <i>What role does individualism play in American society?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Prepare</li> <li>Participate Fully</li> <li>Support Others</li> <li>Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>Take a position</li> <li>List your rules</li> <li>Apply the rules</li> <li>Name your group</li> <li>Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> sanctity; transcendent; redeemers</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from Nature/from Self-Reliance: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from Nature/from Self-Reliance: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students choose one unfamiliar detail of the text to research.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: sanctity; transcendent; redeemers</p> <p><b>Word Study: Latin Root: -sanct-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -sanct- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Development of Ideas</b> Students will analyze Emerson's presentation of his vision.</p> <p> Analyze Craft and Structure: Development of Ideas</p> <p> Analyze Craft and Structure: Development of Ideas (RP)</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> sufficed; superfluous; vital</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from Walden/from Civil Disobedience: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from Walden/from Civil Disobedience: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students choose one unfamiliar detail of the text to research.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: sufficed; superfluous; vital</p> <p><b>Word Study: Latin Prefix: super-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: super- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Author's Point of View</b> Students will analyze Thoreau's implicit assumptions on a variety of issues.</p> <p> Analyze Craft and Structure: Author's Point of View</p> <p> Analyze Craft and Structure: Author's Point of View (RP)</p>

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	<p><b>Research to Explore</b> Students research an aspect of the text they find interesting.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.4.a</p>	<p><b>Conventions and Style: Sentence Variety</b> Students complete activities identifying kinds of sentences.</p> <p> Conventions and Style: Sentence Variety</p> <p> Conventions and Style: Sentence Variety (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Story Element</b> Students write a story element for a first-person narrative related to Emerson's ideas.</p> <p> Writing to Sources: Story Elements</p> <p> Writing to Sources: Story Elements (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: from Nature/from Self-Reliance</p> <p><b>STANDARDS</b> 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</p>	<p><b>Research to Explore</b> Students research an aspect of the text they find interesting.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyzing the Text</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.4.b</p>	<p><b>Conventions and Style: Author's Style</b> Students complete activities identifying the writer's style.</p> <p> Conventions and Style: Author's Style</p> <p> Conventions and Style: Author's Style (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Discussion</b> Students hold a discussion responding to excerpts from Thoreau's philosophical writings.</p> <p> Speaking and Listening: Discussion</p> <p> Speaking and Listening: Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: from Walden/from Civil Disobedience</p> <p><b>STANDARDS</b> 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</p>
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myPerspectives ELL Support				
	<p> Audio Summary</p> <p> from Nature/from Self-Reliance: Accessible Levelled Text</p>	<p> Word Study: Latin Root: <i>-sanct-</i> (RP) (TE p 210)</p> <p> Analyze Craft and Structure: Development of Ideas (RP) (TE p 211)</p> <p> Conventions and Style: Sentence Variety (RP) (TE p 212)</p> <p> Writing to Sources: Story Elements (RP) (TE p 213)</p> <p>Personalize for Learning English Language Support: Using <i>Wh-</i> Questions (TE p 211)</p> <p> English Language Support Lesson: Using <i>Wh-</i> Questions (On Realize)</p>	<p> Audio Summary</p> <p> from Nature/from Self-Reliance: Accessible Levelled Text</p> <p>Personalize for Learning English Language Support: Close Read (TE p 220)</p>	<p> Word Study: Latin Prefix: <i>super-</i> (RP) (TE p 226)</p> <p> Analyze Craft and Structure: Author's Point of View (RP) (TE p 227)</p> <p> Conventions and Style: Author's Style (RP) (TE p 228)</p> <p> Speaking and Listening (RP) (TE p 229)</p> <p>Personalize for Learning English Language Support: Taking Part in Discussion (TE p 228)</p> <p> English Language Support Lesson: Discussion (On Realize)</p>
iLit ELL Level F				
<p><b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation</p> <p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>	<p><b>iLit Library (selections by Emerson)</b> The Mountain and the Squirrel Boston</p> <p><b>Research a Topic</b> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><b>Main Idea</b> Unit 2 Lesson 41: Whole Group</p>	<p><b>iLit Library (selections by Thoreau)</b> A Battle of the Ants</p> <p><b>Use Latin Roots to Determine Meaning</b> Unit 4 Lesson 6: Whole Group</p> <p><b>Write a Narrative Paragraph/Essay</b> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time</p>	<p><b>iLit Library (selections by Thoreau)</b> A Battle of the Ants</p> <p><b>Ask Questions to Make Inferences (Examples)</b> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p>	<p><b>iLit Library (selections by Thoreau)</b> A Battle of the Ants</p> <p><b>Recognize Author's Purpose</b> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p> <p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>
















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

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<p><b>Close Review</b> Students will review the technical drawings and first-review notes and record any new observations.  Close Review</p> <p><b>Analyze the Media</b> Students will respond to questions about the drawings, citing textual evidence.  Analyze the Media</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Concept Vocabulary words: specifications; cross-section; figure  Media Vocabulary</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Speech</b> 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)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to</p>	<p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.  Analyze the Text</p> <p><b>STANDARDS</b> RL.11-12.10; L.11-12.4.a</p>	<p> Conventions and Style: Compound Nouns</p> <p> Conventions and Style: Compound Nouns (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Digital Presentation</b> Students create a presentation about J. Alfred Prufrock's worldview.  Writing to Sources: Digital Presentation  Writing to Sources: Digital Presentation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Love Song of J. Alfred Prufrock</p> <p><b>STANDARDS</b> 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</p>	<p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.  Analyze the Text</p> <p><b>STANDARDS</b> RL.11-12.10; L.11-12.4.b; PI.6; PI.8</p>	<p><b>Conventions and Style: Figurative Language</b> Students analyze types of figurative language.  Conventions and Style: Figurative Language  Conventions and Style: Figurative Language (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Research Report</b> Students write a report to help readers understand the historical context the Cather's story.  Writing to Sources: Research Report  Writing to Sources: Research Report (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: A Wagner Matinee</p> <p><b>STANDARDS</b> 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</p>
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<p>inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b>                  RI.11-12.5.a; RI.11-12.10;                  SL.11-12.b; L.11-12.6</p>				
<p><b>myPerspectives ELL Support</b></p>				
<p> Speaking and Listening: Speech (RP) (TE p 223)</p> <p>Personalize for Learning English Language Support: Nominalization (TE p 230)</p> <p>Personalize for Learning English Language Support: Sentence Starters (TE p 235)</p>	<p> Audio Summary</p> <p> The Love Song of J. Alfred Prufrock: Accessible Text</p> <p>Personalize for Learning English Language Support: Analyzing Diction (TE p 237)</p> <p>Personalize for Learning English Language Support: Understanding Idioms (TE p 241)</p>	<p> Word Study: Latin Prefix: <i>di-</i> / <i>dis-</i> (RP) (TE p 244)</p> <p> Analyze Craft and Structure: Poetic Structure (RP) (TE p 245)</p> <p> Conventions and Style: Compound Nouns (RP) (TE p 246)</p> <p> Writing to Sources: Digital Presentation (RP) (TE p 247)</p> <p>Personalize for Learning English Language Support: Analyzing Diction (TE p 237)</p> <p>Personalize for Learning English Language Support: Understanding Idioms (TE p 241)</p> <p>Personalize for Learning English Language Support: Creating a Character “Sketch” (TE p 245)</p> <p> English Language Support Lesson: Character Sketch (On Realize)</p>	<p> Audio Summary</p> <p> A Wagner Matinee: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Specialized Vocabulary (TE p 249)</p> <p>Personalize for Learning English Language Support: Connotation (TE p 255)</p>	<p> Word Study Greek Word Derivations(RP) (TE p 258)</p> <p> Analyze Craft and Structure: Character Development (RP) (TE p 259)</p> <p> Conventions and Style: Figurative Language (RP) (TE p 260)</p> <p> Writing to Sources (RP) (TE p 261)</p> <p>Personalize for Learning English Language Support: Choosing Topics and Key Words (TE p 261)</p> <p> English Language Support Lesson: Choosing Topics and Key Words (On Realize)</p>

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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>PERFORMANCE TASK: Speaking and Listening Focus</b> Present a Personal Narrative</p> <p>SE pp 262-263</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 264-265</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 266-269</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 269-271</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 272-273</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Deliver an Explanatory Presentation</b> As a group, students deliver a group speech about when it might be difficult of march to the beat of a “different drummer”.</p> <p><b>Plan With Your Group</b> Students will analyze the text, connect evidence to experiences, and organize the presentation.</p> <p><b>Rehearse With Your Group</b> Students practice the presentation, fine-tune the content and brush up on presentation techniques.</p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.11-12.1.b; SL.11-12.3; SL.11-12.4.a</p>	<p><b>Essential Question</b> <i>What role does individualism play in American society?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close-Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for a Personal Narrative</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Personal Narrative</b> Students will write a personal narrative describing an event from their life that helped them realize they are a unique individual.</p> <p><b>Narrative Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.11-12.3.a-e; W.11-12.10</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Speaking and Listening: Storytelling Session</b> Students use their narratives as the basis for an oral storytelling session.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.6</p>

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

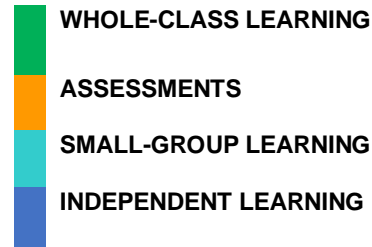
## GRADE 11 | UNIT 3: Power, Protest, and Change

ESSENTIAL QUESTION: *In what ways does the struggle for freedom change with history?*

PERFORMANCE BASED ASSESSMENT: Informative

NOTES:

## INSTRUCTIONAL MODEL



## 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 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 &amp; 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*

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## 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.
















DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>UNIT INTRODUCTION</b>  SE pp 274-281	<b>OVERVIEW</b> Whole-Class Learning  SE pp 282-283	<b>SELECTION</b> Historical Perspective Focus Period 1850-1890  SE pp 284-287	<b>SELECTION</b> Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass  SE pp 288-293	<b>SELECTION</b> Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass  SE pp 294-295
<b>Unit Goals</b> Students will deepen their perspective on the literature of protest and change by reading, writing, speaking, listening, and presenting.  Unit Goals Video  <b>Academic Vocabulary</b> informational; inquire; verbatim; deduction; specific   Home Connection Letter  Spanish Home Connection Letter  Unit 3 Answer Key  <b>Launch Text</b> Students will read “The Zigzag Road to Rights” and participate in discussions about extending freedom’s reach.  <b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.  Word Network  <b>Summary</b> Students write a summary of the Launch Text.	<b>Essential Question</b> <i>In what ways does the struggle for freedom change with history?</i>  <b>Whole-Class Learning Strategies</b> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul>  Whole-Class Learning Strategies  <b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	<b>CIVIL WAR AND SOCIAL CHANGE</b>  <b>Voices of the Period</b> Students analyze the words of key people during slavery and Civil War, including an author, a resident, and an abolitionist.  <b>History of the Period</b> Students discuss how the Civil War and the expansion afterwards make it possible for the United States and its people to grow and mature.  <b>Literature Selections</b> Students explore the different ways fiction and nonfiction selections of the time present events.	<b>MAKING MEANING</b>  <b>Concept Vocabulary</b> obdurate; stolid; disparity; denounce; equivocate; conceded  <b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.   First-Read Guide: Nonfiction  <b>Read the Selection</b> <ul style="list-style-type: none"> <li> Selection Audio</li> <li> from What to the Slave Is the Fourth of July: Accessible Levelled Text</li> </ul> <b>Comprehension Check</b> Students complete comprehension questions.  from What to the Slave Is the Fourth of July: First Read Extension Questions  <b>Research to Clarify</b> Students research one unfamiliar detail from the text.	<b>MAKING MEANING</b>  <b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text  <b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.  <b>Analyze Craft &amp; Structure Argumentative Structure</b> Students will discuss Frederick Douglass’s arguments in his speech.  Analyze Craft and Structure: Argumentative Structure  Analyze Craft and Structure: Argumentative Structure (RP)  <b>STANDARDS</b> RI.11-12.1; RI.11-12.5; RI.11-12.8

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<p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p><b>STANDARDS</b> L.11-12.6</p>			<p><b>Research to Explore</b> Students research something that interests them from the text and formulate a research question.</p> <p><b>STANDARDS</b> RI.11-12.10</p>	
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<b>myPerspectives ELL Support</b>				
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)
<b>iLit ELL Level F</b>				
<b>Summarize (examples)</b> 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	<b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation  <b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	<b>iLit Library</b> Narrative of the Life of Frederick Douglass The Civil War  <b>Main Idea and Details</b> Unit 2 Lesson 41: Whole Group  <b>Summarize Text</b> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time	<b>iLit Library</b> Narrative of the Life of Frederick Douglass  <b>Related Words</b> Unit 2 Lesson 1: Vocabulary Unit 2 Lesson 2: Work Time Unit 2 Lesson 14 Unit 7 Lesson 1, 2: Vocabulary: Vocabulary	<b>iLit Library</b> Narrative of the Life of Frederick Douglass  <b>Identify Logical and Emotional Appeals</b> Unit 4 Lesson 20: Work Time  <b>Analyze an Argument</b> Unit 6 Lesson 40: Whole Group




DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass</p> <p>SE pp 296-297</p>	<p><b>SELECTION</b> Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass</p> <p>SE p 298</p>	<p><b>SELECTION</b> Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass</p> <p>SE p 299</p>	<p><b>SELECTION</b> Anchor Text Second Inaugural Address Abraham Lincoln</p> <p>SE pp 300-303</p>	<p><b>SELECTION</b> Anchor Text Second Inaugural Address Abraham Lincoln</p> <p>SE pp 304-305</p>
<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: obdurate; stolid; disparity; denounce; equivocate; conceded</p> <p><b>Word Study: Latin Prefix: ob-</b> Students complete activities with the Latin root <i>ob-</i>   Concept Vocabulary and Word Study   Word Study: Latin Prefix: <i>ob-</i> (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Conventions: Types of Phrases</b> Students complete activities locating noun phrases and verb phrases.   Conventions: Types of Phrases</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources Informative Paragraph</b> Students write a paragraph drawing connections between their research and Douglass's speech.   Writing to Sources: Informative Paragraph   Writing to Sources: Informative Paragraph (RP)</p> <p><b>STANDARDS</b> W.11-12.2; W.11-12.2.e</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening Dramatic Reading</b> Students give a dramatic reading of a passage from the speech.   Speaking and Listening Dramatic Reading   Speaking and Listening Dramatic Reading (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>SELECTION TEST</b>    Selection Test: What to the Slave is the Fourth of July?</p> <p><b>STANDARDS</b> SL.11-12.3</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> insurgent; perish; rend; scourge; unrequited; malice</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.   First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b>   Selection Audio   Second Inaugural Address: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.   Second Inaugural Address: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.   Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft and Structure: Structure</b> Students will analyze the differences between Lincoln's inaugural speeches.   Analyze Craft and Structure: Structure   Analyze Craft and Structure: Structure (RP)</p> <p><b>STANDARDS</b> RI.9-10.2; RI.11-12.5; RI.9-10.6; RI.9-10.9</p>

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 Conventions: Types of Phrases (RP)  <b>STANDARDS</b> L.11-12.1; L.11-12.3; L.11-12.4.c			<b>Research to Explore</b> Students choose something from the text that interests them and formulate research question.  <b>STANDARDS</b> RI.11-12.10	
<b>myPerspectives ELL Support</b>				
 Word Study: Latin Prefix: <i>ob-</i> (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)
<b>iLit ELL Level F</b>				
<b>iLit Library</b> Narrative of the Life of Frederick Douglass  <b>Prefixes (Examples)</b> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary  <b>Use Latin Roots to Determine Meaning</b> Unit 4 Lesson 6: Whole Group  <b>Text: <i>We Beat the Street</i></b> Unit 6 Lesson 7, 11-15, 17, 19-20, 22-24, 27-29, 32-34, 36	<b>iLit Library</b> Narrative of the Life of Frederick Douglass  <b>Write an Explanatory Paragraph/Essay</b> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time	<b>iLit Library</b> Narrative of the Life of Frederick Douglass  Write, Revise, and Rehearse an Original Scene Unit 3 Lesson 8: Work Time  <b>Text: <i>We Beat the Street</i></b> Unit 6 Lesson 7, 11-15, 17, 19-20, 22-24, 27-29, 32-34, 36	<b>iLit Library</b> Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address  <b>Figurative Language (examples)</b> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time	<b>iLit Library</b> Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address  <b>Determine Text Structure</b> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time

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

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<p><b>STANDARDS</b> L.11-12.1; L.11-12.3; L.11-12.5.b; L.11-12.6</p>	<p>  Selection Test: Second Inaugural Speech</p> <p><b>STANDARDS</b> W.11-12.2; W.11-12.3; SL.11-12.3</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the media Vocabulary words: composition; caricature; labeling and captions</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Image Gallery</b> Students create an image gallery with accompanying informative script.</p> <p> Speaking and Listening: Image Gallery</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> RI.11-12.5.a; RI.11-12.7; SL.11-12.2; SL.11-12.5; RI.11-12.10</p>		
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myPerspectives ELL Support				
<p> Word Study: Synonyms and Nuances (RP) (TE p 306)</p> <p> Conventions and Style: Types of Phrases (RP) (TE p 307)</p>	<p> Writing to Sources: Informative Eyewitness Account (RP) (TE p 308)</p> <p> Speaking and Listening: Reading and Discussion (RP) (TE p 309)</p> <p>Personalize for Learning English Language Support: Eyewitness Accounts (TE p 308)</p> <p>Personalize for Learning English Language Support: Text Chunking and Evaluating Speech (TE p 309)</p>	<p>Personalize for Learning English Language Support: Literary Devices and Visual Cues (TE p 312)</p> <p>Personalize for Learning English Language Support: Storyboarding About Familiar Topics (TE p 317)</p>	<p>Personalize for Learning English Language Support: Compare and Contrast Personal Goals (TE p 319)</p>	
iLit ELL Level F				
<p><b>iLit Library</b> Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address</p> <p><b>Synonyms and Antonyms (examples)</b> Unit 2 Lessons 3, 19: Vocabulary Unit 7 Lessons 2-4: Vocabulary</p> <p><b>Assignments: Vocabulary Study Plan (examples)</b> Unit 5 Lessons 1–5 Part 5: Skill 20: Synonyms and Antonyms</p>	<p><b>iLit Library</b> Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address</p> <p><b>Analyze an Oral Argument</b> Unit 4 Lesson 20: Whole Group</p> <p><b>Recognize Author’s Purpose</b> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p>	<p><b>iLit Library</b> Abraham Lincoln The Civil War Memories of President Lincoln Second Inaugural Address</p>	<p><b>Write an Explanatory Paragraph/Essay</b> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><b>Assignments (examples)</b> 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</p>	<p><b>Write an Explanatory Paragraph/Essay</b> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><b>Assignments (examples)</b> 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</p>

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 326-329</p>	<p><b>SELECTION</b> Ain't I a Woman? Sojourner Truth</p> <p>SE pp 330-337</p>	<p><b>SELECTION</b> Declaration of Sentiments Elizabeth Cady Stanton</p> <p>SE pp 338-343</p>	<p><b>SELECTION</b> Declaration of Sentiments Elizabeth Cady Stanton</p> <p>SE pp 343-345</p>	<p><b>SELECTION</b> Giving Women the Vote Sandra Sleight-Brennan</p> <p>SE pp 346-351</p>
<p><b>Essential Question</b> <i>In what ways does the struggle for freedom change with history?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Prepare</li> <li>Participate Fully</li> <li>Support Others</li> <li>Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>Take a position</li> <li>List your rules</li> <li>Apply the rules</li> <li>Name your group</li> <li>Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> racket; fix; obliged</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Ain't I a Woman?: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Ain't I a Woman?: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students choose one unfamiliar detail of the text to research.</p> <p><b>Research to Explore</b> Students choose something interesting about the author,</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> degraded; oppressed; subordinate</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Declaration of Sentiments: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Declaration of Sentiments: First Read Extension Questions</p> <p><b>Research to Explore</b> Students choose something interesting about the author, the text, or the era and research.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: degraded; oppressed; subordinate</p> <p><b>Word Study</b> <b>Latin Prefix: sub-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: sub- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Author's Choices: Allusions</b> Students will analyze how the extended allusion to the Declaration of Independence helped with the development of ideas in the Declaration of Sentiments.</p> <p> Analyze Craft and Structure: Author's Choices: Allusions</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> frame; special elements; tone</p> <p> Media Vocabulary</p> <p><b>First Review</b> Students Listen, Note, Connect, Respond as they study the images.</p> <p> First Review Guide: Media-Audio</p> <p><b>View the Selection</b></p> <p> Selection Audio</p> <p> Giving Women the Vote</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>Research to Clarify</b> Students choose one unfamiliar detail of the text to research.</p> <p><b>Close Review</b> Students will listen to the podcast again and record any new observations.</p> <p><b>Analyze the Media</b> Students will respond to questions about the podcast.</p>

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









	<p>the text, or the era and research.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: racket; fix; obliged</p> <p><b>Word Study: Latin Root: -lig-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -lig- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Effective Rhetoric</b> Students will identify ways Sojourner Truth uses refrain to build her argument.</p>	<p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.4.a; L.11-12.4.d; PII.1</p>	<p> Analyze Craft and Structure: Author's Choices: Allusions (RP)</p> <p><b>Conventions and Style: Types of Clauses</b> Students cite examples of independent clauses and subordinate clauses.</p> <p> Conventions and Style: Types of Clauses</p> <p> Conventions and Style: Types of Clauses (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Declaration of Sentiments</p> <p><b>STANDARDS</b> RI.11-12.9; L.11-12.1; L.11-12.4.c</p>	<p> Analyze the Media</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the media Vocabulary words: frame; special elements; tone</p> <p> Media Vocabulary</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Compare and Contrast Essay</b> Students write an essay analyzing how each selection shows persuasion at work.</p> <p> Writing to Compare: Compare and Contrast Essay</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> RL.11-12.10; RI.11-2.5; RI.11-2.6; RI.11-12.7; SL.11-12.3</p>
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	<p> Analyze Craft and Structure: Effective Rhetoric</p> <p> Analyze Craft and Structure: Effective Rhetoric (RP)</p> <p><b>Author's Style: Use of Words and Phrases</b> Students cite examples of formal diction and the colloquial in the reading.</p> <p> Author's Style: Use of Words and Phrases</p> <p> Author's Style: Use of Words and Phrases (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Informative Text</b> Students write an essay that presents facts about a topic.</p> <p> Writing to Sources: Informative Text</p> <p> Writing to Sources: Informative Text (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Ain't I a Woman?</p>			
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	<p><b>STANDARDS</b>                  RI.11-12.2; RL.11-12.6;                  RI.11-12.10; W.11-12.2; L.11-12.1.a; L.11-12.3; L.11-12.4.a; L.11-12.4.d</p>			
<b>myPerspectives ELL Support</b>				
	<p> Audio Summary</p> <p> Ain't I a Woman?: Accessible Leveled Text</p> <p> Word Study: Latin Root: <i>-lig-</i> (RP) (TE p 334)</p> <p> Analyze Craft and Structure: Effective Rhetoric (RP) (TE p 335)</p> <p> Author's Style: Use of Words and Phrases (RP) (TE p 336)</p> <p> Writing to Sources: Informative Text (RP) (TE p 337)</p> <p>Personalize for Learning English Language Support: Formal Diction and Colloquial Diction (TE p 336)</p> <p> English Language Support Lesson: Formal Diction and Colloquial Diction (On Realize)</p>		<p> Word Study: Latin Root: <i>sub-</i> (RP) (TE p 343)</p> <p> Analyze Craft and Structure: Author's Choices: Allusions (RP) (TE p 344)</p> <p> Conventions and Style: Types of Clauses (RP) (TE p 345)</p> <p>Personalize for Learning English Language Support: Types of Clauses (TE p 345)</p> <p> English Language Support Lesson: Types of Clauses (On Realize)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Listening to Write a Summary (TE p 348)</p>
<b>iLit ELL Level F</b>				





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<p><b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation</p> <p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>	<p><b>iLit Library</b> The Narrative of Sojourner Truth</p> <p><b>Research a Topic</b> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><b>Identify Logical and Emotional Appeals</b> Unit 4 Lesson 20: Work Time</p>	<p><b>iLit Library</b> Votes for Women Her Vote Changing Times: Women in the Early Twentieth Century</p> <p><b>Monitor and Clarify by Paraphrasing</b> Unit 2 Lesson 19: Read Aloud, Think Aloud</p>	<p><b>iLit Library</b> Votes for Women Her Vote Changing Times: Women in the Early Twentieth Century</p> <p><b>Use Latin Roots to Determine Meaning</b> Unit 4 Lesson 6: Whole Group</p> <p><b>Clauses</b> Unit 1 Lesson 49: Whole Group; Work Time Unit 4 Lesson 19: Work Time</p>	<p><b>iLit Library</b> Votes for Women Her Vote Changing Times: Women in the Early Twentieth Century</p> <p><b>Compare and Contrast</b> Unit 4 Lesson 11: Work Time Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><b>Summarize Text</b> Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud</p>
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DAY 21	DAY 22	DAY 23		
<p><b>SELECTION</b> The Story of an Hour Kat Chopin</p> <p>SE pp 352-356</p>	<p><b>SELECTION</b> The Story of an Hour Kat Chopin</p> <p>SE pp 356-359</p>	<p><b>SELECTION</b> Brown v. Board of Education: Opinion of the Court</p> <p>SE pp 360-371</p>	<p><b>SELECTION</b> Was <i>Brown v Board</i> a Failure? Sarah Garland (See note on pg. 47).</p> <p>SE pp 370-375</p>	<p><b>SELECTION</b> Was <i>Brown v Board</i> a Failure? Sarah Garland (See note on pg. 47).</p> <p>SE pp 375-379</p>
<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> persistence; imploring; importunities</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Story of an Hour: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Story of an Hour: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research a relevant topic that interests them.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: persistence; imploring; importunities</p> <p><b>Word Study: Denotation and Connotation</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Denotation and Connotation (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure Development of Theme</b> Students will analyze the author’s theme about the status of women in the society of her era.</p> <p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> plaintiffs; jurisdiction; disposition</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Brown v. Board of Education: Opinion of the Court: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Brown v. Board of Education: Opinion of the Court: First Read Extension Questions</p> <p><b>Research to Clarify</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> legacy; mission; policy</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Was <i>Brown v Board</i> a Failure?: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Was <i>Brown v Board</i> a Failure?: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students choose one unfamiliar detail of the text to research.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: legacy; mission; policy</p> <p><b>Word Study: Cognates</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Cognates (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Author’s Choices: Structure</b> Students will identify details Garland presents in her discussion of each time period.</p> <p> Analyze Craft and Structure: Author’s Choices: Structure</p> <p> Analyze Craft and Structure: Author’s Choices: Structure (RP)</p>

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<p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>STANDARDS</b> RL.11-12.10; L.11-12.4.b</p>	<p><b>Conventions and Style: Author's Choices: Irony</b> Students cite examples of irony from the reading.</p> <p> Conventions and Style: Author's Choices: Irony</p> <p> Conventions and Style: Author's Choices: Irony (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Small-Group Discussion</b> Students discuss various reactions to the story.</p> <p> Speaking and Listening: Small-Group Discussion</p> <p> Speaking and Listening: Small-Group Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Story of an Hour</p> <p><b>STANDARDS</b> 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</p>	<p>Students choose one unfamiliar detail of the text to research.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: plaintiffs; jurisdiction; disposition</p> <p><b>Word Study: Technical Words</b>  Concept Vocabulary and Word Study</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Author's Choices: Structure</b> Students will analyze the structure of the Court's opinion.</p> <p> Analyze Craft and Structure: Author's Choices: Structure</p>	<p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.4.a</p>	<p><b>Conventions and Style: Subordinating Conjunctions</b> Students identify examples of subordinating conjunctions.</p> <p> Conventions and Style: Subordinating Conjunctions</p> <p> Conventions and Style: Subordinating Conjunctions (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Comparison-and Contrast Essay</b> Students write an essay discussing factors that contribute to the choices authors made in presenting and defending their arguments.</p> <p> Writing to Compare: Comparison-and Contrast Essay</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Was <i>Brown v Board</i> a Failure?</p> <p><b>STANDARDS</b> 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</p>
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		<p> Analyze Craft and Structure: Author's Choices: Structure (RP)</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Conventions and Style: Coordinating Conjunctions</b> Students cite examples of coordinating conjunctions from the reading.</p> <p> Conventions and Style: Coordinating Conjunctions</p> <p> Conventions and Style: Coordinating Conjunctions (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: News Article</b> Students write a news article of the story.</p> <p><b>Speaking and Listening: Discussion</b> Students hold a group discussion about their research findings.</p> <p> Conventions and Style: Coordinating Conjunctions (RP).)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>		
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		  Selection Test: Brown v. Board of Education: Opinion of the Court  <b>STANDARDS</b> 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		
<b>myPerspectives ELL Support</b>				
 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: Conjunctions (TE p 369)	 Audio Summary  Was <i>Brown v Board</i> 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)



		Personalize for Learning Language Support: Sentence Variety (TE p 370)   English Language Support Lesson: Conjunctions (On Realize)		
<b>iLit ELL Level F</b>				
<b>iLit Library</b> Changing Times: Women in the Early Twentieth Century  <b>Theme (examples)</b> 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	<b>iLit Library</b> Changing Times: Women in the Early Twentieth Century  <b>Theme (examples)</b> 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  <b>Summarize and Identify                  Theme</b> Unit 3 Lesson 9: Read Aloud, Think Aloud	<b>iLit Library</b> Brown v. Board of Education of Topeka We've Got a Job Inequality in America We Shall Overcome The Civil Rights Movement & Vietnam  <b>Context Clues</b> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud  <b>Determine Text Structure</b> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time	<b>iLit Library</b> Brown v. Board of Education of Topeka We've Got a Job Inequality in America We Shall Overcome The Civil Rights Movement & Vietnam  <b>Research a Topic</b> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up	<b>iLit Library</b> Brown v. Board of Education of Topeka We've Got a Job Inequality in America We Shall Overcome The Civil Rights Movement & Vietnam  <b>Write an Explanatory                  Paragraph/Essay</b> 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
<p><b>PERFORMANCE TASKS: SPEAKING AND LISTENING &amp; RESEARCH PRESENTATION</b> (See note on pg. 47)</p> <p>SE pp 372-381</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 382-383</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 384-386</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 387-389</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 390-391</p>
<p><b>PERFORMANCE TASK: SPEAKING AND LISTENING</b></p> <p><b>Panel Discussion</b> As a group, students hold a panel discussion and make a video recording of the discussion.</p> <p><b>Plan with Your Group</b> Students analyze the text, gather evidence, and organize ideas for the presentation.</p> <p><b>Rehearse with Your Group</b> Students practice the discussion, fine-tune the content, improve use of media and brush-up on presentation technique.</p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.11-12.1.a; SL.11-12.4; SL.11-12.6</p> <p><b>PERFORMANCE TASK: RESEARCH PRESENTATION</b></p> <p><b>Research Presentation</b> As a group, read primary sources students hold a panel</p>	<p><b>Essential Question</b> <i>In what ways does the struggle for freedom change with history?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p> Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First-Read Guide</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of the struggle for freedom.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Informative Essay</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Informative Essay</b> Students will write an informative essay exploring what motivates people to struggle for change.</p> <p><b>Informative Text Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.11-12.2.a-f; W.11-12.9; W.11-12.10</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Speaking and Listening: Podcast</b> Students use their essay to create a podcast.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> SL.11-12.1.a</p>

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

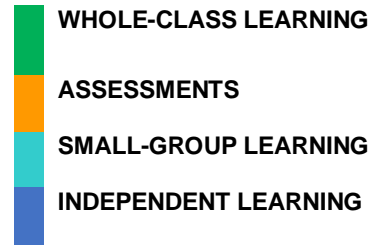
<p><b>Rules for Conversation Routine</b> Unit 1 Lesson 2: Classroom Conversation</p> <p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p> <p><b>Whole Class/Small Group Discussion (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</p>	<p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>	<p>Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><b>Make Inferences and Predictions</b> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time</p> <p><b>iLibrary</b> All texts</p>	<p><b>Assignments (examples)</b> 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</p>	<p><b>Presentations and Projects</b> Unit 1 Lesson 4: Work Time</p> <p><b>Make and Listen to a Presentation</b> Unit 2 Lesson 38: Whole Group; Work Time</p> <p><b>Assignments</b> Unit 2 Lessons 36-40: Present an Explanatory Essay Unit 3 Lesson 6-10: Respond to a Performance</p>
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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****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)

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- 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.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 392-399</p>	<p><b>OVERVIEW</b> Whole-Class Learning</p> <p>SE pp 400-401</p>	<p><b>SELECTION</b> Historical Perspective Focus Period 1880-1920</p> <p>SE pp 402-405</p>	<p><b>SELECTION</b> Anchor Text From Life on the Mississippi Mark Twain</p> <p>SE pp 406-413</p>	<p><b>SELECTION</b> Anchor Text From Life on the Mississippi Mark Twain</p> <p>SE pp 414-415</p>
<p><b>Unit Goals</b> Students will deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> analyze; subordinate; literal; determine; trivialize</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 4 Answer Key</p> <p><b>Launch Text</b> Students will read “Planning Your Trip to Gold Country”. They will then be able to discuss grit and grandeur.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p>	<p><b>Essential Question</b> <i>What is the relationship between literature and place?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Listen actively</li> <li>Clarify by asking questions</li> <li>Monitor understanding</li> <li>Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>BRIGHT HORIZON, CHALLENGING REALITIES</b></p> <p><b>Voices of the Period</b> Students read quotes that relate to the sense of place expressed by someone of a different region or cultural background.</p> <p><b>History of the Period</b> Students discuss why they think the place where someone lives was and still is of such importance.</p> <p><b>Literature Selections</b> Students discuss why and how place plays such an important role in literature.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> gilded; ornamented; grandeur; picturesquely; exalted; eminence</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from Life on the Mississippi: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from Life on the Mississippi: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Analyze Craft and Structure: Author’s Purpose</b> Students complete activities analyzing humorous and non-humorous details.</p> <p> Analyze Craft and Structure: Author’s Purpose</p> <p> Analyze Craft and Structure: Author’s Purpose (RP)</p> <p><b>STANDARDS</b> RI.11-12.1; RI.11-12.6</p>

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<p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p> <p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p><b>STANDARDS</b> L.11-12.6</p>			<p><b>Research to Explore</b> Students research to find out why the Mississippi steamboats were essential to the economy of late-nineteenth-century America.</p> <p><b>STANDARDS</b> RI.11-12.10</p>	
<b>myPerspectives ELL Support</b>				
<p>Personalize for Learning English Language Support: Cognates (TE p 395)</p> <p>Personalize for Learning English Language Support: Transitional Words (TE p 396)</p> <p>Personalize for Learning English Language Support: Understanding Context (TE p 399)</p>		<p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 403)</p> <p>Personalize for Learning English Language Support: Connotation/Denotation (TE p 404)</p>	<p> Audio Summary</p> <p> from Life on the Mississippi: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Compare and Contrast (TE p 409)</p> <p>Personalize for Learning English Language Support: Expanding Noun Phrases (TE p 412)</p>	<p> Analyze Craft and Structure: Author’s Purpose (RP) (TE p 415)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 415)</p>











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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text From Life on the Mississippi Mark Twain</p> <p>SE pp 416-417</p>	<p><b>SELECTION</b> Anchor Text The Notorious Jumping Frog of Calaveras County Mark Twain</p> <p>SE pp 418-426</p>	<p><b>SELECTION</b> Anchor Text The Notorious Jumping Frog of Calaveras County Mark Twain</p> <p>SE pp 427-429</p>	<p><b>SELECTION</b> Anchor Text The Notorious Jumping Frog of Calaveras County Mark Twain</p> <p>SE pp 430-431</p>	<p><b>SELECTION</b> Anchor Text A White Heron Sarah Orne Jewett</p> <p>SE pp 432-444</p>
<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: gilded; ornamented; grandeur; picturesquely; exalted; eminence</p> <p><b>Word Study: Suffix: -esque</b> Students complete activities related to the suffix -esque</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study Suffix: -esque (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Author's Style: Words and Phrases</b> Students complete activities identifying types of diction and tone Twain uses in the reading.</p> <p> Author's Style: Words and Phrases</p> <p> Author's Style: Words and Phrases (RP)</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> garrulous; exasperating; tedious; monotonous; interminable; buttonholed</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Notorious Jumping Frog of Calaveras County: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Notorious Jumping Frog of Calaveras County: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Analyze Craft and Structure: Point of View</b> Students record and explain examples of hyperbole in the reading.</p> <p> Analyze Craft and Structure: Point of View</p> <p> Analyze Craft and Structure: Point of View (RP)</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: garrulous; exasperating; tedious; monotonous; interminable; buttonholed</p> <p><b>Word Study: Denotation and Connotation</b> Students complete activities relating to denotation and connotation.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Denotation and Connotation (RP)</p> <p><b>Word Network</b></p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Explanatory Text</b> Students write an essay exploring humor displayed in Twain's narratives.</p> <p> Writing to Compare: Explanatory Text</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Notorious Jumping Frog of Calaveras County</p> <p><b>STANDARDS</b> W.11-12.2; W.11-12.2.a; W.11-12.2.b; W.11-12.5</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> dilatatory; loitered; hospitality; squalor; hermitage; quaint</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> A White Heron: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> A White Heron: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students research Sarah Orne Jewett's life in the Maine woods.</p> <p><b>STANDARDS</b></p>







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<p>  Selection Test: Life on the Mississippi</p> <p><b>STANDARDS</b> RI.11-12.4; L.11-12.4.b; L.11-12.4.d</p>	<p>Students research life in the nineteenth-century mining camps of the American West.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>STANDARDS</b> RL.11-12.1; RL.11-12.10</p>	<p>Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Author's Style: Word Choice</b> Students find examples of dialect.</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p><b>STANDARDS</b> 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</p>		<p>RL.11-12.10</p>
<b>myPerspectives ELL Support</b>				
<p> Word Study Suffix: -esque (RP) (TE p 416)</p> <p> Author's Style: Words and Phrases (RP) (TE 417)</p> <p>Personalize for Learning English Language Support: Suffixes (TE p 416)</p> <p> English Language Support Lesson: Suffixes (On Realize)</p>	<p> Audio Summary</p> <p> The Notorious Jumping Frog of Calaveras County: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Using Verbs and Verb Phrases (TE p 421)</p> <p>Personalize for Learning English Language Support: Close Read (TE p 426)</p>	<p> Word Study: Denotation and Connotation (RP) (TE p 428)</p> <p> Author's Style: Word Choice (RP) (TE p 429)</p> <p>Personalize for Learning English Language Support: Analyze Hyperbole (TE p 427)</p> <p>Personalize for Learning English Language Support: Denotation and Connotation (TE p 428)</p> <p> English Language Support Lesson: Denotation and Connotation (On Realize)</p>	<p>Personalize for Learning English Language Support: Explanatory Texts (TE p 431)</p>	<p> Audio Summary</p> <p> A White Heron: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Complex Syntax (TE p 434)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 440)</p> <p>Personalize for Learning English Language Support: Parts of Speech (TE p 442)</p>

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



















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

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	L.11-12.3; L.11-12.4.c; L.11-12.4.d			
<b>myPerspectives ELL Support</b>				
 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: <i>hospes</i> (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)
<b>iLit ELL Level F</b>				
<b>iLit Library</b> Great American Short Stories I: Sarah Orne Jewett  <b>Analyze Theme (examples)</b> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud	<b>iLit Library</b> Great American Short Stories I: Sarah Orne Jewett  <b>Multiple Meanings</b> Unit 2 Lesson 2: Vocabulary Unit 6 Lesson 37: Vocabulary Unit 7 Lesson 3: Vocabulary  <b>Sentence Fluency</b> Unit 2 Lesson 30: Whole Group  <b>Vary Sentence Structure</b> Unit 2 Lesson 33: Whole Group	<b>iLit Library</b> Great American Short Stories I: Sarah Orne Jewett  <b>Debate an Issue</b> Unit 6 Lessons 42–43: Work Time  <b>Make Inferences (examples)</b> 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	<b>Write an Explanatory Paragraph/Essay</b> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  <b>Assignments (examples)</b> 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	<b>Write an Explanatory Paragraph/Essay</b> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time  <b>Assignments (examples)</b> 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
<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 458-461</p>	<p><b>SELECTION</b> A Literature of Place Barry Lopez</p> <p>SE pp 462-471</p>	<p><b>SELECTION</b> American Regional Art</p> <p>SE pp 472-479</p>	<p><b>SELECTION</b> from Dust Tracks on a Road Zora Neale Hurston</p> <p>SE pp 480-488</p>	<p><b>SELECTION</b> from Dust Tracks on a Road Zora Neale Hurston</p> <p>SE pp 489-491</p>
<p><b>Essential Question</b> <i>What is the relationship between literature and place?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Prepare</li> <li>Participate Fully</li> <li>Support Others</li> <li>Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>Take a position</li> <li>List your rules</li> <li>Apply the rules</li> <li>Name your group</li> <li>Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> discern; temporal; spatial</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> A Literature of Place: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> A Literature of Place: First Read Extension Questions</p> <p><b>Research to Explore</b> Students conduct research to find photos of the Southern California landscape.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> realism; romanticism; impressionism; palette; perspective</p> <p><b>First Review</b> Students Look, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Media: Art/Photography</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> A Literature of Place: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> A Literature of Place: First Read Extension Questions</p> <p><b>Research to Explore</b> Students conduct research about one of the artists from the gallery and formulate a research question.</p> <p><b>Close Review</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> self-assurance; forward; brazenness</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from Dust Tracks on a Road: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from Dust Tracks on a Road: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students conduct research to learn how author Alice Walker</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: self-assurance; forward; brazenness</p> <p><b>Word Study: Multiple-Meaning Words</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft and Structure: Literary Nonfiction</b> Students analyze use of literary elements in the excerpt.</p> <p> Analyze Craft and Structure: Literary Nonfiction</p> <p> Analyze Craft and Structure: Literary Nonfiction (RP)</p>




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	<p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: discern; temporal; spatial</p> <p><b>Word Study: Latin Suffix: -al</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix: -al (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft and Structure: Author's Choices: Central Ideas and Voice</b> Students identify central ideas and supporting details in the reading.</p> <p> Analyze Craft and Structure: Author's Choices: Central Ideas and Voice</p>	<p>Students will revisit the artwork and record any new observations.</p> <p> Close-Review Guide: Media: Art/ Photography</p> <p><b>Analyze the Media</b> Students will respond to questions about the artwork.</p> <p> Analyze the Media</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: realism; romanticism; impressionism; palette; perspective</p> <p> Media Vocabulary</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Interpretive Essay</b> Students an essay interpreting the story the artwork is trying to tell.</p> <p> Writing to Compare: Interpretive Essay</p> <p> Writing to Compare: Interpretive Essay (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>	<p>brought back the forgotten writing of Zora Neale Hurston.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.4.b</p>	<p><b>Author's Style: Figurative Meanings</b> Students locate idioms and overstatements in the reading.</p> <p> Author's Style: Figurative Meanings</p> <p> Author's Style: Figurative Meanings (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Oral Presentation</b> Students will give a presentation based on the events in the excerpt.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from Dust Tracks on the Road</p> <p><b>STANDARDS</b> RI.11-12.6; SL.11-12.6; L.11-12.4; L.11-12.5</p>
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	<p> Analyze Craft and Structure: Author's Choices: Central Ideas and Voice (RP)</p> <p><b>Conventions and Style: Punctuation</b> Students use dashes and hyphens to strengthen their writing.</p> <p> Conventions and Style: Punctuation</p> <p> Conventions and Style: Punctuation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: A Literature of Place</p> <p><b>STANDARDS</b> RI.11-12.10; L.11-12.2; L.11-12.2.a; L.11-12.4; L.11-12.4.a; L.11-12.4.b</p>	<p><b>STANDARDS</b> W.11-12.2; W.11-12.9; L.11-12.6</p>		
<b>myPerspectives ELL Support</b>				
	<p> Audio Summary</p> <p> A Literature of Place: Accessible Leveled Text</p> <p> Word Study: Latin Suffix: -al (RP) (TE p 469)</p> <p> Analyze Craft and Structure: Author's Choices: Central Ideas and Voice (RP) (TE p 470)</p>		<p> Audio Summary</p> <p> from Dust Tracks on a Road: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Summarize (TE p 485)</p> <p>Personalize for Learning English Language Support: Close Read (TE p 487)</p>	<p> Word Study: Multiple-Meaning Words (RP) (TE p 488)</p> <p> Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 489)</p> <p> Author's Style: Figurative Meanings (RP) (TE p 490)</p> <p> Speaking and Listening: Oral Presentation (RP)</p>

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




















DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p><b>SELECTION</b> Chicago/Wilderness Carl Sandburg</p> <p>SE pp 492-501</p>	<p><b>SELECTION</b> Sandburg’s Chicago</p> <p>SE pp 502-509</p>	<p><b>SELECTION</b> In the Longhouse, Oneida Museum Roberta Hill</p> <p>Cloudy Day Jimmy Santiago Baca</p> <p>SE pp 510-517</p>	<p><b>SELECTION</b> In the Longhouse, Oneida Museum Roberta Hill</p> <p>Cloudy Day Jimmy Santiago Baca</p> <p>SE pp 517-519</p>	<p><b>SELECTION</b> Introduction <i>from</i> The Way to Rainy Mountain N. Scott Momaday</p> <p>SE pp 520-531</p>
<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> brawling; wanton; cunning</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Chicago/Wilderness: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Chicago/Wilderness: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students find out more about the city of Chicago in the early twentieth century.</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> focal point; depth of field; foreground and background</p> <p><b>First Review</b> Students Look, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Media: Art/Photography</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Sandburg’s Chicago: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Sandburg’s Chicago: First Read Extension Questions</p> <p><b>MAKING MEANING</b></p> <p><b>Close Review</b> Students will revisit the photographs and record any new observations.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> strife; sinister; vigilant</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> In the Longhouse, Oneida Museum/Cloudy Day: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> In the Longhouse, Oneida Museum/Cloudy Day: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b></p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: strife; sinister; vigilant</p> <p><b>Word Study: Etymology</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Etymology (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Poetic Devices</b> Students identify examples of figurative language from the poems.</p> <p> Analyze Craft and Structure: Poetic Devices</p> <p> Analyze Craft and Structure: Poetic Devices (RP)</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> reverence; rites; deicide</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Introduction <i>from</i> The Way to Rainy Mountain: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Introduction <i>from</i> The Way to Rainy Mountain: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research to find a photograph of one of the places Momaday describes.</p> <p><b>Close Read the Text</b></p>

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<p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: brawling; wanton; cunning</p> <p><b>Word Study: Present Participle</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Present Participle (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Language and Meaning</b> Students analyze imagery, repetition, and personification in the poetry.</p>	<p> Close-Review Guide: Media: Art/ Photography</p> <p><b>Analyze the Media</b> Students will respond to questions about the artwork.</p> <p> Analyze the Media</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: focal point; depth of field; foreground; background</p> <p> Media Vocabulary</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Multimedia presentation</b> Students create a presentation about early-twentieth Chicago.</p> <p> Writing to Compare: Multimedia presentation</p> <p> Writing to Compare: Multimedia presentation (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Sandburg's Chicago</p> <p><b>STANDARDS</b></p>	<p>Students research the life and work of either Roberta Hill or Jimmy Santiago Baca.</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p><b>STANDARDS</b> RL.11-12.10; L.11-12.4; L.11-12.4.a</p>	<p><b>Author's Style: Author's Choices: Poetic Conventions</b> Students identify poetic conventions in each of the poems.</p> <p> Author's Style: Author's Choices: Poetic Conventions</p> <p> Author's Style: Poetic Conventions (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Poetry Collection</p> <p><b>STANDARDS</b> RL.11-12.5; L.11-12.4.c; L.11-12.5</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: reverence; rites; decide</p> <p><b>Word Study: Latin Roots: -dei- and -cid-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Roots: -dei- and -cid- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Literary Nonfiction</b> Students analyze how Momaday combines historical and reflective writing.</p> <p> Analyze Craft and Structure: Literary Nonfiction</p> <p> Analyze Craft and</p>
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<p> Analyze Craft and Structure: Language and Meaning</p> <p> Analyze Craft and Structure: Language and Meaning (RP)</p> <p><b>Author's Style: Poetic Structure</b> Students analyze line lengths and ellipsis's form the poems.</p> <p> Author's Style: Poetic Structure</p> <p> Author's Style: Poetic Structure (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Chicago/Wilderness</p> <p><b>STANDARDS</b> RL.11-12.4; RL.11-12.5; RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.b; L.11-12.5.a</p>	<p>RI.11-2.7; RI.11-12.10; SL.11-12.5; L.11-12.6</p>			<p>Structure: Literary Nonfiction (RP)</p> <p><b>Author's Style: Poetic Prose</b> Students mark figurative language or imagery in lines of the poem.</p> <p> Author's Style: Poetic Prose</p> <p> Author's Style: Poetic Prose (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Compare: Informative Essay</b> Students write an essay examining the role and effects of poetic language in the two poems and the memoir excerpt.</p> <p> Writing to Compare: Informative Essay</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Introduction <i>from</i> The Way to Rainy Mountain</p> <p><b>STANDARDS</b> 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</p>
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myPerspectives ELL Support				
<p> Audio Summary</p> <p> Chicago/ Wilderness: Accessible Text</p> <p> Word Study: Present Participle (RP) (TE p 499)</p> <p> Analyze Craft and Structure: Language and Meaning (RP) (TE p 500)</p> <p> Author's Style: Poetic Structures (RP) (TE p 501)</p> <p>Personalize for Learning English Language Support: A Menagerie of Photographs (TE p 497)</p> <p>Personalize for Learning English Language Support: Determine the Meaning of Words and Phrases (TE p 500)</p> <p> English Language Support Lesson: Poetic Structures (On Realize)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Word Analysis (TE p 504)</p>	<p> Audio Summary</p> <p> In the Longhouse, Oneida Museum/Cloudy Day: Accessible Text</p> <p>Personalize for Learning English Language Support: Multiple Meanings: <i>Shoot</i> (TE p 514)</p>	<p> Word Study: Etymology (RP) (TE p 517)</p> <p> Analyze Craft and Structure: Poetic Devices (RP) (TE p 518)</p> <p> Author's Style: Author's Choices: Poetic Conventions (RP) (TE p 519)</p> <p>Personalize for Learning English Language Support: Surrealism (TE p 518)</p> <p>Personalize for Learning English Language Support: Poetic Devices (TE p 519)</p> <p> English Language Support Lesson: Poetic Devices (On Realize)</p>	<p> Audio Summary</p> <p> Introduction <i>from</i> The Way to Rainy Mountain: Accessible Leveled Text</p> <p> Word Study: Latin Roots: <i>-dei-</i> and <i>-cid-</i> (RP) (TE p 527)</p> <p> Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 528)</p> <p> Author's Style: Poetic Prose (RP) (TE p 529)</p> <p>Personalize for Learning English Language Support: Explore a Simile (TE p 525)</p> <p>Personalize for Learning English Language Support: Reflection (TE p 528)</p> <p>Personalize for Learning English Language Support: Conveying Meaning Explicitly and Implicitly (TE p 529)</p> <p>Personalize for Learning English Language Support: Weaving (TE p 530)</p> <p> English Language Support Lesson: Poetic Prose (On Realize)</p>


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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>PERFORMANCE TASK: Speaking and Listening Focus</b> Give an Explanatory Talk</p> <p>SE pp 532-533</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 534-535</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 536-538</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 539-541</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 542-543</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Speaking and Listening Focus: Give an Explanatory Talk</b> Students will give a presentation explaining their understanding of the sense of place demonstrated in the texts.</p> <p><b>Plan With Your Group</b> Students will analyze the prompt, analyze the text, and organize the presentation.</p> <p><b>Rehearse with Your Group</b> Students practice the presentation, fine-tune the content and polish the presentation.</p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.11-12.1.b; SL.11-12.4; L.11-12.6</p>	<p><b>Essential Question</b> <i>What is the relationship between literature and place?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First-Read Guide</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of literature and place.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Explanatory Essay</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Explanatory Essay</b> Students will write an essay answering what makes certain places live on in our memory.</p> <p><b>Explanatory Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.11-12.2.a-f; W.11-12.10</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Speaking and Listening: Oral presentation</b> Students plan and present a brief three- to five-minute multimedia presentation.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> SL.11-12.4</p>

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		<p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> SL.11-12.1; RL.11-12.10; RI.11-12.10</p>		
<b>myPerspectives ELL Support</b>				
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)
<b>iLit ELL Level F</b>				
<p><b>Small Group Research Strategy: Organizing and Planning a Presentation</b> Unit 5 Lesson 8: Work Time</p> <p><b>Assignments</b> 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</p>	<p><b>Take Notes</b> Unit 1 Lesson 4: Work Time</p> <p><b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation</p> <p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>	<p><b>Make Connections</b> Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p><b>Summarize Text</b> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><b>Make Inferences and Predictions</b> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time</p> <p><b>iLibrary</b> All texts</p>	<p><b>Write an Explanatory Paragraph/Essay</b> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><b>Assignments (examples)</b> 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</p>	<p><b>Small Group Research Strategy: Organizing and Planning a Presentation</b> Unit 5 Lesson 8: Work Time</p> <p><b>Assignments</b> 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</p>

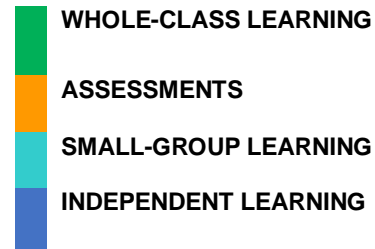
## GRADE 11 | UNIT 5: Facing our Fears

ESSENTIAL QUESTION: *How do we respond when challenged by fear?*

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

## INSTRUCTIONAL MODEL



## 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 &amp; 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

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### 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.



Audio |



Video |
















Downloadable / Printable Document |











Online Assessment |









EL Highlights

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>UNIT INTRODUCTION</b></p> <p>SE pp 544-551</p>	<p><b>OVERVIEW</b> Whole-Class Learning</p> <p>SE pp 552-553</p>	<p><b>SELECTION</b> Historical Perspective Focus Period: 1920-1960</p> <p>SE pp 554-557</p>	<p><b>SELECTION</b> Anchor Text The Crucible, Act I Arthur Miller</p> <p>SE pp 560-596</p>	<p><b>SELECTION</b> Anchor Text The Crucible, Act I Arthur Miller</p> <p>SE pp 597-599</p>
<p><b>Unit Goals</b> Students will deepen their understanding of forgiveness by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> assert; relevant; certify; immutable; definitive</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 5 Answer Key</p> <p><b>Launch Text</b> Students will read “<i>Is It Foolish to Fear?</i>”. They will then be able to discuss facing fears.</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Launch Text.</p> <p><b>Launch Activity</b> Students participate in an activity related to the unit theme.</p>	<p><b>Essential Question</b> <i>How do we respond when challenged by fear?</i></p> <p><b>Whole-Class Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Listen actively</li> <li>Clarify by asking questions</li> <li>Monitor understanding</li> <li>Interact and share ideas</li> </ul> <p> Whole-Class Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p><b>TIMES OF TROUBLE</b></p> <p><b>Voices of the Period</b> Students read quotes that relate to the key events of the focus period.</p> <p><b>History of the Period</b> Students discuss the extreme swings that occurred during the focus time and what these tell us about our nation.</p> <p><b>Literature Selections</b> Students discuss fear and its effect during the focus period.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> vindictive; calumny; defamation</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Crucible, Act I: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Crucible, Act I: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>STANDARDS</b> RL.11-12.10</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: vindictive; calumny; defamation</p> <p><b>Word Study: Latin Root: -fama-</b> Students complete activities related to the Latin root -fama-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -fama- (RP)</p>

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<p><b>QuickWrite</b> Students write a response to the QuickWrite prompt: When does the journey matter more than the destination?</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p><b>STANDARDS</b> L.11-12.6</p>				<p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft and Structure: Structural Elements of Drama</b> Students complete activities to analyze the structure of drama including dialogue, stage directions, and dramatic exposition.</p> <p> Analyze Craft and Structure: Structural Elements of Drama</p> <p> Analyze Craft and Structure: Structural Elements of Drama (RP)</p> <p><b>Conventions and Style: Personal Pronouns</b> Students mark pronouns from excerpts from the play.</p> <p> Conventions and Style: Personal Pronouns</p> <p> Conventions and Style: Personal Pronoun (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Crucible, Act I</p> <p><b>STANDARDS</b> L.11-12.1; L.11-12.1.a; L.11-12.3; L.11-12.5</p>
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myPerspectives ELL Support				
Personalize for Learning English Language Support: Cognates (TE p 547)  Personalize for Learning English Language Support: Clarifying Terms (TE p 548)  Personalize for Learning English Language Support: Supporting Opinions (TE p 551)		Personalize for Learning English Language Support: Vocabulary Knowledge (TE p 554)	 Audio Summary  The Crucible, Act I  Personalize for Learning English Language Support: Exchanging Ideas (TE p 566)	 Word Study: Latin Root: <i>-fama-</i> (RP) (TE p 597)  Analyze Craft and Structure: Structural Elements of Drama (RP) (TE 598)  Conventions and Style: Personal Pronouns (RP) (TE p 599)  Personalize for Learning English Language Support: Text Structure (TE p 598)   English Language Support Lesson: Structural Elements of Drama (On Realize)
iLit ELL Level F				
<b>Summarize (examples)</b> 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	<b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation  <b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation	<b>Main Idea and Details</b> Unit 2 Lesson 41: Whole Group  <b>Summarize Text</b> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time  <b>iLit Library</b> 40 Famous Women Changing Times	<b>iLit Library (drama selections-examples)</b> Hamlet Macbeth Romeo and Juliet  <b>Characteristics of Drama</b> Unit 3 Lesson 2: Work Time  <b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9	<b>iLit Library (drama selections-examples)</b> Hamlet Macbeth Romeo and Juliet  <b>Characteristics of Drama</b> Unit 3 Lesson 2: Work Time  <b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text The Crucible, Act II Arthur Miller</p> <p>SE pp 600-625</p>	<p><b>SELECTION</b> Anchor Text The Crucible, Act III Arthur Miller</p> <p>SE pp 625-627</p>	<p><b>SELECTION</b> Anchor Text The Crucible, Act III Arthur Miller</p> <p>SE pp 628-657</p>	<p><b>SELECTION</b> Anchor Text The Crucible, Act III Arthur Miller</p> <p>SE pp 657-659</p>	<p><b>SELECTION</b> Anchor Text The Crucible, Act IV Arthur Miller</p> <p>SE pp 660-680</p>
<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> condemnation; magistrates; proceeding</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio  The Crucible, Act II: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Crucible, Act II: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research something interesting from the text.</p> <p><b>Close Read the Text</b></p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: condemnation; magistrates; proceeding</p> <p><b>Word Study: Technical Words</b> Students look for words in the text that are examples of legal terminology.</p> <p> Concept Vocabulary and Word Study  Word Study: Technical Words (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft and Structure: Literary Elements in Drama</b> Students complete activities to analyze examples of internal and external conflict.</p> <p> Analyze Craft and Structure: Literary Elements in Drama</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> remorseless; effrontery; callously</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio  The Crucible, Act III: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Crucible, Act III: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research something interesting from the text.</p> <p><b>Close Read the Text</b></p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: remorseless; effrontery; callously</p> <p><b>Word Study: Connotation</b> Students complete activities writing synonyms and connotations.</p> <p> Concept Vocabulary and Word Study  Word Study: Connotation (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft and Structure: Character Development</b> Students complete activities to identify examples of characterization.</p> <p> Analyze Craft and Structure: Character Development</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> conciliatory; adamant; disputation</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio  The Crucible, Act IV: Accessible Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Crucible, Act IV: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students research something interesting from the text.</p> <p><b>Close Read the Text</b></p>

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<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>STANDARDS</b> RL.11-12.10</p>	<p> Analyze Craft and Structure: Literary Elements in Drama (RP)</p> <p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Speaking and Listening: Whole-Class Discussion</b> Students discuss whether Mary Warren will defend or condemn Elizabeth Proctor in court.</p> <p> Speaking and Listening: Whole-Class Discussion</p> <p> Speaking and Listening: Whole-Class Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Crucible, Act II</p> <p><b>STANDARDS</b> RL.11-12.3; RL.11-12-5; SL.11-12.1.a; L.11-12.4.c; L.11-12.6</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>STANDARDS</b> RL.11-12.10</p>	<p> Analyze Craft and Structure: Character Development (RP)</p> <p><b>Author's Style: Literary Devices</b> Students locate examples of irony.</p> <p> Author's Style: Literary Devices</p> <p> Author's Style: Literary Devices (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Crucible, Act III</p> <p><b>STANDARDS</b> RL.11-12.3; RL.11-12.6; L.11-12.5; L.11-12.5.b</p>	<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>STANDARDS</b> RL.11-12.10</p>
<p><b>myPerspectives ELL Support</b></p>				
<p> Audio Summary</p>	<p> Word Study: Technical Words (RP)</p>	<p> Audio Summary</p>	<p> Word Study: Connotation (RP)</p>	<p> Audio Summary</p>








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<p> The Crucible, Act II</p> <p>Personalize for Learning English Language Support: Apostrophes (TE p 602)</p> <p>Personalize for Learning English Language Support: Pronunciation of Digraph <i>th</i> (TE p 613)</p> <p>Personalize for Learning English Language Support: Complex Characters (TE p 622)</p>	<p>(TE p 625)</p> <p> English Language Support Lesson: Technical Words (On Realize)</p> <p> Analyze Craft and Structure: Literary Elements in Drama (RP) (TE 626)</p> <p> Speaking and Listening: Whole-Class Discussion (RP) (TE p 627)</p> <p>Personalize for Learning English Language Support: Technical Words (TE p 627)</p> <p> English Language Support Lesson: Technical Words (On Realize)</p>	<p> The Crucible, Act III</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 649)</p> <p>Personalize for Learning English Language Support: Adverbs Ending in <i>-ly</i> (TE p 654)</p>	<p>(TE p 657)</p> <p> Analyze Craft and Structure: Character Development (RP) (TE 658)</p> <p> Author's Style: Literary Devices (RP) (TE p 659)</p> <p> English Language Support Lesson: Literary Devices (On Realize)</p> <p>Personalize for Learning English Language Support: What is Said and What is Implied (TE p 659)</p>	<p> The Crucible, Act IV</p> <p>Personalize for Learning English Language Support: Antiquated Language (TE p 664)</p> <p>Personalize for Learning English Language Support: Antiquated Verb Language (TE p 676)</p> <p>Personalize for Learning English Language Support: Latin Root <i>-rupt-</i> (TE p 679)</p>
<p><b>iLit ELL Level F</b></p>				
<p><b>Characteristics of Drama</b></p>	<p><b>iLit Library (drama selections-examples)</b> Hamlet</p>	<p><b>iLit Library (drama selections-examples)</b> Hamlet</p>	<p><b>iLit Library (drama selections-examples)</b> Hamlet</p>	<p><b>iLit Library (drama selections-examples)</b> Hamlet</p>





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<p>Unit 3 Lesson 2: Work Time</p> <p><b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9</p> <p><b>Analyze a Character</b> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><b>Character Development</b> Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole Group; Work Time</p>	<p>Macbeth Romeo and Juliet</p> <p><b>Characteristics of Drama</b> Unit 3 Lesson 2: Work Time</p> <p><b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9</p>	<p>Macbeth Romeo and Juliet</p> <p><b>Characteristics of Drama</b> Unit 3 Lesson 2: Work Time</p> <p><b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9</p> <p><b>Figurative Language (examples)</b> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up</p>	<p>Macbeth Romeo and Juliet</p> <p><b>Characteristics of Drama</b> Unit 3 Lesson 2: Work Time</p> <p><b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9</p> <p><b>Character Development</b> Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole Group; Work Time</p>	<p>Macbeth Romeo and Juliet</p> <p><b>Characteristics of Drama</b> Unit 3 Lesson 2: Work Time</p> <p><b>Text: “A Midsummer Nights’ Dream” (drama)</b> Unit 3 Lesson 1-4, 6-9</p> <p><b>Assignments: Vocabulary Study Plan (examples)</b> Unit 4 Lessons 16–20 Part 3: Skill 13: Word Roots</p>
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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<b>SELECTION</b> Anchor Text The Crucible, Act IV Arthur Miller  SE pp 680-685	<b>SELECTION</b> The Crucible (Audio)  SE pp 686-689	<b>SELECTION</b> The Crucible (Audio)  SE pp 689-691	<b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument  SE pp 692-696	<b>PERFORMANCE TASK: WRITING FOCUS</b> Write an Argument  SE pp 697-699
<b>LANGUAGE DEVELOPMENT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: conciliatory; adamant; disputation  <b>Word Study: Etymology</b> Students complete activities writing definitions and researching Greek origins of words.  Concept Vocabulary and Word Study  Word Study: Etymology (RP)  <b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.  <b>Analyze Craft and Structure: Literary Forms</b> Students complete activities to identify literal and symbolic meanings of specific passages.  Analyze Craft and Structure: Literary Forms	<b>MAKING MEANING</b>  <b>Media Vocabulary</b> audio play; inflection; expression  <b>First Review</b> Students Listen, Note, Connect, Respond as they read the selection the first time.  First-Review Guide: Media Audio  <b>Read the Selection</b>  Selection Audio  The Crucible  <b>Comprehension Check</b> Students complete comprehension questions.  <b>Research to Clarify</b> Students research one unfamiliar detail from the text.  <b>Research to Explore</b> Students research something interesting from the text.  <b>Close Review</b> Students will listen to the performance again and record any new observations.	<b>LANGUAGE DEVELOPMENT</b>  <b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: audio play; inflection; expression  <b>EFFECTIVE EXPRESSION</b>  <b>Writing to Compare: Critical Review</b> Students write a critical review of the L.A. Theatre Works production of Act I of The Crucible.  Writing to Compare: Critical Review  <b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.  <b>STANDARDS</b> RI.11-12.7; W.11-12.9.a	<b>PERFORMANCE TASK</b>  <b>Write an Argument</b> Students write an argumentative essay defending their position on whether any of the characters in <i>The Crucible</i> could have done more to end the hysteria.  <b>PreWriting/Planning</b> Students ask questions and gather evidence.  <b>Drafting</b> Students organize and write a first draft.  <b>STANDARDS</b> W.11-12.1.a-f; W.11-2.8; W.11-12.10	<b>LANGUAGE DEVELOPMENT: CONVENTIONS</b>  <b>Make Effective Choices: Indefinite Pronouns</b> Students incorporate indefinite pronouns to improve writing.  <b>Revising</b> Students evaluate and revise draft utilizing peer reviews.  <b>Editing and Proofreading</b> Students edit for conventions and proofread for accuracies.  <b>Publishing and Presenting</b> Students create a final version of their essay and place in classroom folder.  <b>Reflecting</b> Students reflect on their argumentative essays.  <b>STANDARDS</b> W.11-12.1.c; W.11-12.1.d; W.11-12.5; L.11-12.1

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<p> Analyze Craft and Structure: Literary Forms (RP)</p> <p><b>Analyze Craft and Structure: Biblical Allusions</b> Students complete activities to identify biblical allusions of specific passages.</p> <p> Analyze Craft and Structure: Biblical Allusions</p> <p> Analyze Craft and Structure: Biblical Allusions (RP)</p> <p><b>Author's Style: Realism</b> Students identify and describe examples of dramatic elements presented in a realistic way.</p> <p> Author's Style: Realism</p> <p> Author's Style: Realism (RP)</p> <p><b>Writing to Sources: Argumentative Essay</b> Students write an essay to support the claim that the theme from <i>The Crucible</i> is still relevant today.</p> <p> Writing to Sources: Argumentative Essay</p> <p> Writing to Sources: Argumentative Essay (RP)</p> <p><b>Speaking and Listening: Thematic Analysis</b></p>	<p> Close Review the Media</p> <p><b>Analyze the Media</b> Students will respond to questions about the audio, citing evidence.</p> <p><b>STANDARDS</b> RL.11-12.1; RL.11-12.10</p>			
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<p>Students choose one theme from the play and give a dramatic reading.</p> <p> Speaking and Listening: Thematic Analysis</p> <p> Speaking and Listening: Thematic Analysis (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Crucible, Act IV</p> <p><b>STANDARDS</b> RL.11-12.2; RL.11-12.4; W.11-12.1; W.11-12.9.a; L.11-12.4.c</p>				
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myPerspectives ELL Support				
<p> Word Study: Etymology (RP) (TE p 680)</p> <p> Analyze Craft and Structure: Literary Forms (RP) (TE p 681)</p> <p> Analyze Craft and Structure: Biblical Allusions (RP) (TE p 682)</p> <p> Author's Style: Realism (RP) (TE p 683)</p> <p> Writing to Sources: Argumentative Essay (RP) (TE p 684)</p> <p> Speaking and Listening: Thematic Analysis (RP) (TE p 685)</p> <p>Personalize for Learning English Language Support: Word Families (TE p 682)</p> <p>Personalize for Learning English Language Support: Supporting an Argument (TE p 684)</p> <p> English Language Support Lesson: Argument (On Realize)</p>	<p> Audio Summary</p> <p> The Crucible</p> <p>Personalize for Learning English Language Support: Active Listening (TE p 687)</p>	<p>Personalize for Learning English Language Support: Text Structure (TE p 691)</p>	<p>Personalize for Learning English Language Support: Writing a Claim (TE p 693)</p>	<p>Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 697)</p> <p>Personalize for Learning English Language Support: Development of Ideas (TE p 699)</p>










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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 700-703</p>	<p><b>SELECTION</b> from Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston</p> <p>SE pp 704-712</p>	<p><b>SELECTION</b> from Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston</p> <p>SE pp 713-714</p>	<p><b>SELECTION</b> from Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston</p> <p>SE p 715</p>	<p><b>SELECTION</b> Interview With George Takai</p> <p>SE pp 716-719</p>
<p><b>Essential Question</b> <i>How do we respond when challenged by fear?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>• Take a position</li> <li>• List your rules</li> <li>• Apply the rules</li> <li>• Name your group</li> <li>• Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> collaborator; conspirators; espionage</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> from Farewell to Manzanar: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> from Farewell to Manzanar: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p>	<p><b>MAKING MEANING</b></p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: collaborator; conspirators; espionage</p> <p><b>Word Study: Latin Suffix: -or</b> Students complete activities using the Latin Suffix -or</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix: -or (RP)</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Author's Style: Author's Point of View</b> Students will compile notes on the shifting perspective in the selection.</p> <p> Analyze Style: Author's Point of View</p> <p> Analyze Style: Author's Point of View (RP)</p> <p> Selection Test: from Farewell to Manzanar</p> <p><b>STANDARDS</b> RI.11-12.1; RI.11-12.3; RI.11-12.6</p>	<p><b>MAKING MEANING</b></p> <p><b>Media Vocabulary</b> documentary; eyewitness account; framing</p> <p><b>First Review</b> Students Watch, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Media Video</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Interview With George Takei</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p><b>Close Review</b> Students will revisit the video interview and record any new observations.</p> <p><b>Analyze the Media</b> Students will respond to questions about the video, citing evidence.</p>
















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

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









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

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

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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>PERFORMANCE TASK: Speaking and Listening Focus</b> Present an Argument</p> <p>SE pp 738-739</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 740-741</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 742-744</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 745-747</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 748-749</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Speaking and Listening Focus:</b> <b>Present an Argument</b> Students plan a debate asking if people usually learn from their fear?</p> <p><b>Plan With Your Group</b> Students will analyze the prompt, gather evidence and media examples, and organize their debate.</p> <p><b>Rehearse with Your Group</b> Students practice the debate, fine-tune the content, improve the debate form, and brush up on presentation technique.</p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.11-12.1.c; SL.11-12.4</p>	<p><b>Essential Question</b> <i>How do we respond when challenged by fear?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First-Read Guide</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> Close-Read Guide</p> <p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of fear.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Evidence for an Argument</b> Students evaluate the strength of their evidence</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Argument</b> Students will write an argumentative essay that responds to the question – Is fear always a harmful emotion?</p> <p><b>Argument Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.11-12.1.a-f; W.11-12.10</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Speaking and Listening: Speech</b> Using their essay, students prepare a speech to present their argument.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> SL.11-12.1.a; SL.11-12.4.b</p>

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

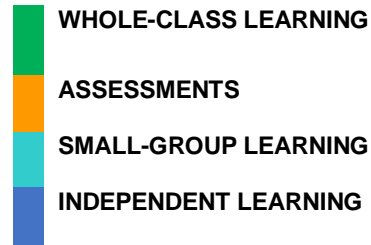
GRADE 11 | UNIT 6: **Ordinary Lives, Extraordinary Tales**

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

PERFORMANCE BASED ASSESSMENT: **Narrative**

NOTES:

### INSTRUCTIONAL MODEL



#### 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)

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- 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 life-changing 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.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>UNIT INTRODUCTION</b>  SE pp 750-757	<b>OVERVIEW</b> Whole-Class Learning  SE pp 758-759	<b>SELECTION</b> Historical Perspective Focus Period: 1950-Present  SE pp 760-763	<b>SELECTION</b> Anchor Text Everyday Use Alice Walker  SE pp 764-774	<b>SELECTION</b> Anchor Text Everyday Use Alice Walker  SE pp 775-777
<b>Unit Goals</b> Students will deepen their understanding of the human condition by reading, writing, speaking, listening, and presenting.  Unit Goals Video  <b>Academic Vocabulary</b> colloquial; protagonist; tension; resolution; epiphany   Home Connection Letter  Spanish Home Connection Letter  Unit 6 Answer Key  <b>Launch Text</b> Students will read “ <i>Old Man at the Bridge</i> ”. They will then be able to participate in discussions about blindness and sight.  <b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.  Word Network  <b>Summary</b> Students write a summary of the Launch Text.	<b>Essential Question</b> <i>What do stories reveal about the human condition?</i>  <b>Whole-Class Learning Strategies</b> <ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Clarify by asking questions</li> <li>• Monitor understanding</li> <li>• Interact and share ideas</li> </ul>  Whole-Class Learning Strategies  <b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	<b>A FAST CHANGING SOCIETY</b>  <b>Voices of the Period</b> Students read quotes that relate to the idea of individualism.  <b>History of the Period</b> Students discuss how this period in history is filled with conflict and destruction.  <b>Literature Selections</b> Students discuss the human condition as a literary theme.  <b>STANDARDS</b> PII.6	<b>MAKING MEANING</b>  <b>Concept Vocabulary</b> sidle; shuffle; furtive; cowering; awkward; hangdog  <b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction  <b>Read the Selection</b>  Selection Audio  Everyday Use: Accessible Leveled Text  <b>Comprehension Check</b> Students complete comprehension questions.  <b>Research to Clarify</b> Students research one unfamiliar detail from the text.  <b>Research to Explore</b> Students conduct research on an aspect of the text they find interesting.  <b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.	<b>MAKING MEANING</b>  <b>Analyze Craft and Structure: Literary Elements: Character</b> Students analyze the possible thoughts and feelings of the narrator.  Analyze Craft and Structure: Character  Analyze Craft and Structure: Character (RP)  <b>LANGUAGE DEVELOPMENT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: sidle; shuffle; furtive; cowering; awkward; hangdog  <b>Word Study: Exocentric Compounds</b> Students complete activities related exocentric compounds  Concept Vocabulary and Word Study  Word Study: Exocentric Compounds (RP)  <b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.






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

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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>SELECTION</b> Anchor Text Everyday Use Alice Walker</p> <p>SE pp 778-779</p>	<p><b>SELECTION</b> Anchor Text Everything Stuck to Him Raymond Carver</p> <p>SE pp 780-789</p>	<p><b>SELECTION</b> Anchor Text Everything Stuck to Him Raymond Carver</p> <p>SE pp 790-791</p>	<p><b>SELECTION</b> Anchor Text Everything Stuck to Him Raymond Carver</p> <p>SE pp 792-793</p>	<p><b>SELECTION</b> Anchor Text The Leap Louise Erdrich</p> <p>SE pp 794-801</p>
<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Narrative</b> Students write a narrative retelling an event from “Everyday Use” from the perspective of a character other than Mama.</p> <p> Writing to Sources: Narrative</p> <p> Writing to Sources: Narrative (RP)</p> <p><b>Speaking and Listening: Partner Discussion</b> Students have a discussion about what factors lead a person to embrace, reject, or feel neutral about his or her heritage.</p> <p> Speaking and Listening: Partner Discussion</p> <p> Speaking and Listening: Partner Discussion (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> waterfowl; letterhead; overcast; shotgun</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> Everything Stuck to Him: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> Everything Stuck to Him: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students research an aspect of the text they find interesting.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: waterfowl; letterhead; overcast; shotgun</p> <p><b>Word Study: Endocentric Compounds</b> Students find examples of endocentric compounds.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Endocentric Compounds (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Conventions and Style: Pronouns and Antecedents</b> Students analyze examples of pronouns in the story.</p> <p> Conventions and Style: Pronouns and Antecedents</p> <p> Conventions and Style: Pronouns and Antecedents (RP)</p>	<p><b>EFFECTIVE EXPRESSION</b></p> <p><b>Writing to Sources: Narrative Scene</b> Students write a narrative scene after researching colic.</p> <p> Writing to Sources: Narrative Scene</p> <p> Writing to Sources: Narrative Scene (RP)</p> <p><b>Speaking and Listening: Dialogue</b> Students improvise a dialogue between the father and his daughter that continues their conversation.</p> <p> Speaking and Listening: Dialogue</p> <p> Speaking and Listening: Dialogue (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Everything Stuck to Him</p> <p><b>STANDARDS</b></p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> encroaching; instantaneously; anticipation; constricting; perpetually; superannuated</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> The Leap: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> The Leap: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>STANDARDS</b></p>

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

<p> Writing to Sources: Narrative (RP) (TE p 778)</p> <p> Speaking and Listening: Partner Discussion (RP) (TE p 779)</p> <p>Personalize for Learning English Language Support: Preparing for a Partner discussion (TE p 779)</p> <p> English Language Support Lesson: Partners Discussion (On Realize)</p>	<p> Audio Summary</p> <p> Everything Stuck to Him: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Narrative Structure (RP) (TE p 789)</p> <p>Personalize for Learning English Language Support: Unfamiliar Terms (TE p 783)</p> <p>Personalize for Learning English Language Support: Dramatic Reading (TE p 787)</p>	<p> Word Study: Endocentric Compounds (RP) (TE p 790)</p> <p> Conventions and Style: Pronouns and Antecedents (RP) (TE p 791)</p> <p>Personalize for Learning English Language Support: Identifying Pronouns and Antecedents (TE p 791)</p> <p> English Language Support Lesson: Pronouns and Antecedents (On Realize)</p>	<p> Writing to Sources: Narrative Scene (RP) (TE p 792)</p> <p> Speaking and Listening: Dialogue (RP) (TE p 793)</p>	<p> Audio Summary</p> <p> The Leap: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Writing (TE p 798)</p> <p>Personalize for Learning English Language Support: Literary Analysis (TE p 801)</p>
<b>iLit ELL Level F</b>				
<p><b>Text: “Thank You, M’am” (short story)</b> Unit 6 Lesson 42</p> <p><b>Text: “A Hunger to Be Free” (autobiography)</b> Unit 6 Lesson 44</p> <p><b>Write a Narrative</b> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time</p>	<p><b>Text: “What Are Friends For? A Longer Life”</b> Unit 6 Lesson 2</p> <p><b>“Brothers” (memoir)</b> Unit 6 Lesson 37</p> <p><b>Write, Revise, and Rehearse an Original Scene</b> Unit 3 Lesson 8: Work Time</p>	<p><b>Text: “What Are Friends For? A Longer Life”</b> Unit 6 Lesson 2</p> <p><b>“Brothers” (memoir)</b> Unit 6 Lesson 37</p> <p><b>Noun-Pronoun Agreement</b> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13 Work Time</p>	<p><b>Text: “What Are Friends For? A Longer Life”</b> Unit 6 Lesson 2</p> <p><b>“Brothers” (memoir)</b> Unit 6 Lesson 37</p> <p><b>Write a Narrative</b> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time</p>	<p><b>Text: <i>Somebody Everybody Listens To</i> (novel)</b> Unit 4 Lesson 4, 7-9, 12-15, 17, 19-20, 22-24, 26-29, 32-34</p> <p><b>Make Inferences and Predictions</b> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lessons 22, 27–29: Read Aloud, Think Aloud</p> <p><b>Monitor and Clarify by Paraphrasing</b> Unit 2 Lesson 19: Read Aloud, Think Aloud</p>

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




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myPerspectives ELL Support				
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: <i>-strict-</i> (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				
<b>Text: <i>Somebody Everybody Listens To</i> (novel)</b> Unit 4 Lesson 4, 7-9, 12-15, 17, 19-20, 22-24, 26-29, 32-34  <b>Analyze a Character (examples)</b> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud  <b>Determine Text Structure</b> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time	<b>Text: <i>Somebody Everybody Listens To</i> (novel)</b> Unit 4 Lesson 4, 7-9, 12-15, 17, 19-20, 22-24, 26-29, 32-34  <b>Use Latin Roots to Determine Meaning</b> Unit 4 Lesson 6: Whole Group	<b>Text: <i>Somebody Everybody Listens To</i> (novel)</b> Unit 4 Lesson 4, 7-9, 12-15, 17, 19-20, 22-24, 26-29, 32-34  <b>Fluency (examples)</b> Unit 1 Lesson 4: Work Time Unit 2 Lesson 42: Work Time Unit 6 Lesson 30: Work Time  <b>Presentations and Projects</b> Unit 1 Lesson 4: Work Time	<b>Write a Narrative Paragraph/Essay</b> 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  <b>Assignments (examples)</b> Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph	<b>Write a Narrative Paragraph/Essay</b> 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  <b>Assignments (examples)</b> 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
<p><b>OVERVIEW</b> Small-Group Learning</p> <p>SE pp 816-819</p>	<p><b>SELECTION</b> A Brief History of the Short Story D.F. McCourt</p> <p>SE pp 820-827</p>	<p><b>SELECTION</b> An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE pp 828-838</p>	<p><b>SELECTION</b> An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE p 839</p>	<p><b>SELECTION</b> An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE p 840</p>
<p><b>Essential Question</b> <i>What do stories reveal about the human condition?</i></p> <p><b>Small-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Prepare</li> <li>Participate Fully</li> <li>Support Others</li> <li>Clarify</li> </ul> <p> Small-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Working as a Team</b></p> <ul style="list-style-type: none"> <li>Take a position</li> <li>List your rules</li> <li>Apply the rules</li> <li>Name your group</li> <li>Create a communication plan</li> </ul> <p><b>Making a Schedule</b> Students make a schedule with group for completing tasks.</p> <p><b>Working on Group Projects</b> Students choose specific roles for each member.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> supplanted; ascendant; renaissance</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p><b>Read the Selection</b></p> <p> Selection Audio</p> <p> A Brief History of the Short Story: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> A Brief History of the Short Story: First Read Extension Questions</p> <p><b>Research to Explore</b> Students research one aspect of the text they find interesting.</p>	<p><b>MAKING MEANING</b></p> <p><b>Concept Vocabulary</b> etiquette; deference; dictum</p> <p><b>First Read</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p><b>Read the Selection</b></p> <p> An Occurrence at Owl Creek Bridge: Accessible Leveled Text</p> <p><b>Comprehension Check</b> Students complete comprehension questions.</p> <p> An Occurrence at Owl Creek Bridge: First Read Extension Questions</p> <p><b>Research to Clarify</b> Students research one unfamiliar detail from the text.</p> <p><b>Research to Explore</b> Students conduct research on an aspect of the text they find interesting.</p>	<p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: etiquette; deference; dictum</p> <p><b>Word Study: Latin Root: -um</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -um (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>STANDARDS</b> L.11-12.4; L.11-12.4.b</p>	<p><b>MAKING MEANING</b></p> <p><b>Analyze Craft &amp; Structure: Author's Choices: Structure</b> Students analyze figurative language.</p> <p> Analyze Craft and Structure: Structure</p> <p> Analyze Craft and Structure: Structure (RP)</p> <p><b>STANDARDS</b> RL.11-12.5; PI.6A</p>

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	<p><b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>LANGUAGE DEVELOPMENT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: supplanted; ascendant; renaissance</p> <p><b>Word Study: Latin Root -scend-</b></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root -scend- (RP)</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Analyze Craft &amp; Structure: Author's Choices: Sequence of Events</b> Students will analyze how the author structures events in the story.</p>	<p><b>STANDARDS</b> RL. 11-12.10; L.11-12.4.a</p>		
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	<p> Analyze Craft and Structure: Sequence of Events</p> <p> Analyze Craft and Structure: Sequence of Events (RP)</p> <p><b>Conventions and Style: Active and Passive Voice</b> Students label sentences as either passive or active.</p> <p> Conventions and Style: Active and Passive Voice</p> <p> Conventions and Style: Active and Passive Voice (RP)</p> <p><b>Research: Research Report</b> Students create a research report that relates to the story.</p> <p> Research: Research Report</p> <p> Research: Research Report (RP)</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: A Brief History of the Short Story</p> <p><b>STANDARDS</b> 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</p>			
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myPerspectives ELL Support				
	<p> Audio Summary</p> <p> A Brief History of the Short Story: Accessible Leveled Text</p> <p> Word Study: Latin Root <i>-scend-</i> (RP) (TE p 824)</p> <p> Analyze Craft and Structure: Sequence of Events (RP) (TE p 825)</p> <p> Conventions and Style: Active and Passive Voice(RP) (TE p 826)</p> <p> Research: Research Report (RP) (TE p 827)</p> <p>Personalize for Learning English Language Support: Using Active and Passive Voice (TE p 826)</p> <p> English Language Support Lesson: Active and Passive Voice (On Realize)</p> <p>Personalize for Learning English Language Support: Extended Definitions (TE p 827)</p>	<p> Audio Summary</p> <p> An Occurrence at Owl Creek Bridge: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Descriptive Language (TE p 830)</p> <p>Personalize for Learning English Language Support: Determining Main Ideas (TE p 838)</p>	<p> Word Study: Latin Suffix: <i>-um</i> (RP) (TE p 839)</p>	<p> Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 840)</p> <p>Personalize for Learning English Language Support: Understanding Patterns of Organization (TE p 840)</p> <p> English Language Support Lesson: Patterns of Organization (On Realize)</p>

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

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









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


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iLit ELL Level F				
<p><b>Introduce Genre: Science Fiction Short Story</b> Unit 4 Lesson 2</p>	<p><b>“Someone Who Used to Have Someone” (poem)</b> Unit 6 Lesson 37</p>	<p><b>“Someone Who Used to Have Someone” (poem)</b> Unit 6 Lesson 37</p>	<p><b>“Someone Who Used to Have Someone” (poem)</b> Unit 6 Lesson 37</p>	<p><b>“Someone Who Used to Have Someone” (poem)</b> Unit 6 Lesson 37</p>
<p><b>Introduce Genre: Short Story</b> Unit 6 Lesson 3</p>	<p><b>Text: “Fish Cheeks” (memoir)</b> Unit 6 Lesson 38</p>	<p><b>Text: “Fish Cheeks” (memoir)</b> Unit 6 Lesson 38</p>	<p><b>Text: “Fish Cheeks” (memoir)</b> Unit 6 Lesson 38</p>	<p><b>Text: “Fish Cheeks” (memoir)</b> Unit 6 Lesson 38</p>
<p><b>Text: “Anything Can Happen” (short story)</b> Unit 6 Lesson 3</p>	<p><b>Text: “Thank You, M’am” (short story)</b> Unit 6 Lesson 42</p>	<p><b>Text: “Thank You, M’am” (short story)</b> Unit 6 Lesson 42</p> <p><b>Prefixes (Examples)</b> Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 7: Work Time</p>	<p><b>Text: “Thank You, M’am” (short story)</b> Unit 6 Lesson 42</p> <p><b>Identify Similes and Metaphors</b> Unit 6 Lesson 10: Whole Group</p>	<p><b>Text: “Thank You, M’am” (short story)</b> Unit 6 Lesson 42</p> <p><b>Organizing and Planning a Presentation</b> Unit 5 Lesson 1-10: Work Time</p>

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p><b>PERFORMANCE TASK: Speaking and Listening Focus</b> Present a Narrative</p> <p>SE pp 858-859</p>	<p><b>INTRODUCE INDEPENDENT LEARNING</b></p> <p>SE pp 860-861</p>	<p><b>INDEPENDENT LEARNING</b></p> <p>SE pp 862-864</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 865-867</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p>SE pp 867-869</p>
<p><b>PERFORMANCE TASK</b></p> <p><b>Speaking and Listening Focus:</b> <b>Present a Narrative</b> Students will develop a stream-of-consciousness narrative that reviews how the technique is used in the short stories.</p> <p><b>Plan With Your Group</b> Students will analyze the text, draft the narrative, plan use of media, and organize the presentation.</p> <p><b>Rehearse with Your Group</b> Students practice the narrative, film, present and evaluate.</p> <p><b>Present and Evaluate</b> Students present as a group and use checklist items to evaluate.</p> <p><b>STANDARDS</b> SL.11-12.1.c; W.11-12.3; W.11-12.3.b</p>	<p><b>Essential Question</b> <i>What do stories reveal about the human condition?</i></p> <p><b>Independent Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Create a Schedule</li> <li>• Practice what you have learned</li> <li>• Take Notes</li> </ul> <p> Independent Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p><b>MAKING MEANING</b></p> <p><b>First-Read Guide</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p><b>Close-Read Guide</b></p> <p> First-Read Guide</p> <p><b>Close-Read the Text</b></p> <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p><b>Analyze the Text</b> Students will respond to questions about the text, citing textual evidence.</p> <p><b>Quick Write</b> Students write about a paragraph that grabbed their interest.</p> <p><b>Share Your Independent Learning</b> Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of the human condition.</p>	<p><b>PERFORMANCE-BASED ASSESSMENT PREP</b></p> <p><b>Review Notes for a Narrative</b> Students evaluate the strength of their content.</p> <p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>Writing to Sources: Narrative</b> Students will write a short story answering how fictional characters respond to life-changing news.</p> <p><b>Narrative Rubric</b> Students use the rubric to guide their revisions.</p> <p><b>STANDARDS</b> W.11-12.1.a-e; W.11-12.10</p>	<p><b>PERFORMANCE-BASED ASSESSMENT</b></p> <p><b>Speaking and Listening: Storytelling Session</b> After completing the narrative, students conduct a storytelling session.</p> <p><b>Reflect on the Unit</b> Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p><b>STANDARDS</b> SL.11-12.1.a; SL.11-12.5</p>

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		<p><b>Evidence Log</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p><b>STANDARDS</b> RL.11-12.10; RI.11-12.10; SL.11-12.1</p>		
<b>myPerspectives ELL Support</b>				
		 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)
<b>iLit ELL Level F</b>				
<p><b>Write and Perform an Original an Original Scene</b> 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</p> <p><b>Read Dialogue Aloud from Novel or Short Story</b> Unit 3 Lesson 5: Whole Group</p> <p><b>Assignments (examples)</b> Unit 6 Lessons 31–35: Present a Narrative Essay</p>	<p><b>Take Notes</b> Unit 1 Lesson 4: Work Time</p> <p><b>Rules for Conversation Routines</b> Unit 1 Lesson 2: Classroom Conversation</p> <p><b>Classroom Conversation (examples)</b> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>	<p><b>Make Connections</b> Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p><b>Summarize Text</b> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><b>Make Inferences and Predictions</b> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time</p> <p><b>iLibrary</b> All texts</p>	<p><b>Write a Narrative Paragraph/Essay</b> 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</p> <p><b>Assignments (examples)</b> Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph</p>	<p><b>Write and Perform an Original an Original Scene</b> 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</p> <p><b>Read Dialogue Aloud from Novel or Short Story</b> Unit 3 Lesson 5: Whole Group</p> <p><b>Assignments (examples)</b> Unit 6 Lessons 31–35: Present a Narrative Essay</p>