

Grade 9 Unit Planning Guide



myPerspectives Unit Planning Guide

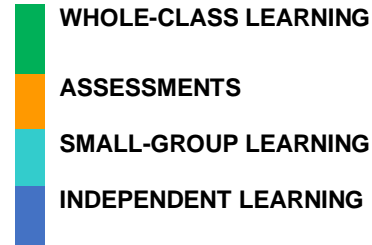
GRADE 9 | UNIT 1: **American Voices**

ESSENTIAL QUESTION: ***What does it mean to be American?***

PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**

NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- **myPerspectives+** and **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 the diversity of American voices reflect the diversity of the American people.

Unit Goals

Students will be able to:

- Evaluate written narratives by analyzing how authors sequence and describe experiences and events.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write a nonfiction narrative in which you develop characters and events using specific details and descriptions.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Music for My Mother (770L)

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Whole-Class Learning

- Anchor Text, Essay: *A Quilt of a Country*, Anna Quindlen (1310L)
- Anchor Text, Essay: *The Immigrant Contribution from A Nation of Immigrants*, John F. Kennedy (1320L)
- Anchor Text, Short Story: *American History*, Judith Ortiz Cofer (1000L)

Small-Group Learning

- Novel Excerpt: *Rules of the Game* from *The Joy Luck Club*, Amy Tan (1000L)
- Media, Blog post: *The Writing on the Wall*, Camille Dungy (1160L)
- Memoir: *With a Little Help From My Friends from Funny in Farsi*, Firoozeh Dumas (920L)
- Poetry: *Morning Talk*, Roberta Hill (NP)
- Poetry: *Immigrant Picnic*, Gregory Djanikian (NP)

Independent Learning

- Memoir: *from When I Was Puerto Rican*, Esmeralda Santiago (900L)
- Autobiographical Essay: *Finding a Voice: A Taiwanese Family Adapts to America*, Diane Tsai (1180L)
- Poetry: *The New Colossus*, Emma Lazarus (NP)
- Poetry: *Legal Alien*, Pat Mora (NP)
- Media, Video: *Grace Abbott and the Fight for Immigrant Rights in America*, BBC

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic:














How is an American identity created?

Part 2 – Speaking & Listening: Interpretive Reading








After completing the final draft of their writing, students will use their narrative to plan and present a brief interpretive reading.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what it means to be “American.”

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|--|---|---|---|--|
| UNIT INTRODUCTION SE pp 4-9 | OVERVIEW Whole-Class Learning SE pp 10-11 | SELECTION Anchor Text A Quilt of a Country, Anna Quindlen SE p 13-17 | SELECTION Anchor Text A Quilt of a Country, Anna Quindlen SE p 18 | SELECTION Anchor Text A Quilt of a Country, Anna Quindlen SE p 19 |
| Unit Goals Students will deepen their understanding of what it means be “American” by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary conflict; description; dialogue; exposition; sequence  Home Connection Letter  Spanish Home Connection Letter  Unit 1 Answer Key Launch Text Students will read “ <i>Music for My Teacher</i> ” They will then be asked to identify what details make this narrative vivid and meaningful. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. Launch Activity | Essential Question <i>What does it mean to be “American”?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. | MAKING MEANING Concept Vocabulary disparate; discordant; pluralistic; interwoven; diversity; coalescing First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction Read the Selection <ul style="list-style-type: none">  Selection Audio  A Quilt of a Country: Accessible Leveled Text Comprehension Check Students complete comprehension questions.  A Quilt of a Country: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students research something that interests them from the text. | MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. STANDARDS RI.9-10.5 | MAKING MEANING Analyze Craft & Structure Purpose and Rhetoric Students will discuss why an author uses rhetoric or language devices and will complete a practice activity.  Analyze Craft and Structure: Purpose and Rhetoric  Analyze Craft and Structure: Purpose and Rhetoric (RP) STANDARDS RI.9-10.6 |











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| <p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: How is an “American” identity created:</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p> | | <p>STANDARDS RI.9-10.10</p> | | |
| myPerspectives ELL Support | | | | |
| <p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 5)</p> | | <p> Audio Summary</p> <p> A Quilt of a Country: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 14)</p> <p>Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 16)</p> | | <p> Analyze Craft and Structure: Purpose and Rhetoric (RP) (TE p 19)</p> <p>Personalize for Learning English Language Support: Rhetoric (TE p 19)</p> <p> English Language Support Lesson: Rhetoric (On Realize)</p> |













| iLit ELL Level D | | | | |
|--|--|---|--|---|
| <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Domain-Specific Words Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Introduce: Make a Claim for an Argument Unit 6 Lesson 23: Whole Group</p> |

| DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
|--|--|--|---|---|
| <p>SELECTION Anchor Text A Quilt of a Country, Anna Quindlen</p> <p>SE pp 20-21</p> | <p>SELECTION Anchor Text The Immigrant Contribution <i>from</i> A Nation of Immigrants John F. Kennedy</p> <p>SE pp 22-29</p> | <p>SELECTION Anchor Text The Immigrant Contribution <i>from</i> A Nation of Immigrants John F. Kennedy</p> <p>SE pp 30-31</p> | <p>SELECTION Anchor Text The Immigrant Contribution <i>from</i> A Nation of Immigrants John F. Kennedy</p> <p>SE pp 32-33</p> | <p>SELECTION Anchor Text The Immigrant Contribution <i>from</i> A Nation of Immigrants John F. Kennedy</p> <p>SE pp 34-35</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words:</p> <p>disparate; pluralistic; diversity; discordant; interwoven; coalescing</p> <p>Word Study: Latin Prefix <i>dis-</i> Students complete activities related to the Latin Prefix <i>dis-</i>.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix <i>dis-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Author's Style: Word Choice Students complete activities related to Word Choice</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary descendants; stock; minority; naturalization; factions; assimilation</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Immigrant Contribution: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Immigrant Country: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Purpose and Persuasion Students will review analyze three main types of persuasive appeals.</p> <p> Analyze Craft and Structure: Purpose and Persuasion</p> <p> Analyze Craft and Structure: Purpose and Persuasion (RP)</p> <p>STANDARDS RI.9-10.1; RI.9-10.5; RI.9-10.6; RI.9-10.10</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words:</p> <p>descendants; stock; minority; naturalization; factions; assimilation</p> <p>Word Study: Latin Root - <i>nat-</i> Students complete activities related to the Latin Root <i>-nat-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root <i>-nat-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Sentence Structure Students complete activities labeling sentence structures.</p> <p> Conventions: Sentence Structure</p> <p> Conventions: Sentence Structure (RP)</p> | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Essay Students write an essay in which they consider how diction and tone reflect the author's purpose, audience, and message.</p> <p> Writing to Compare: Essay</p> <p>SELECTION TEST</p> <p> Selection Test: The Immigrant Contribution</p> <p>STANDARDS R.9-10.4; W.9-10.2; W.9-10.9.b</p> |

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| <p>SELECTION TEST   Selection Test: A Quilt of a Country</p> <p>STANDARDS RI.9-10.4; L.9-10.4.b</p> | <p>Students choose an immigrant from the text to research.</p> <p>STANDARDS RI.9-10.10</p> | | <p>STANDARDS L.1.b; L.4.b</p> | |
| <p>myPerspectives ELL Support</p> | | | | |
| <p> Word Study (RP) (TE p 20)</p> <p> Author's Style: Word Choice (RP) (TE p 21)</p> | <p> Audio Summary</p> <p> The Immigrant Contribution: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 25)</p> <p>Personalize for Learning English Language Support: Difficult Concepts (TE p 28)</p> | <p> Analyze Craft and Structure: Purpose and Persuasion (RP) (TE p 31)</p> | <p> Word Study: Latin Root – <i>nat-</i> (RP) (TE p 32)</p> <p> Conventions: Sentence Structure (RP) (TE p 33)</p> <p>Personalize for Learning English Language Support: Sentences (TE p 33)</p> <p> English Language Support Lesson: Independent and Dependent Clauses (On Realize)</p> | <p>Personalize for Learning English Language Support: Nuances of Language (TE p 34)</p> |
| <p>iLit ELL Level D</p> | | | | |
| <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Figurative Language Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Introduce: Make a Claim for an Argument Unit 6 Lesson 23: Whole Group</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Teacher Resources Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> |

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| DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
|---|--|--|---|--|
| <p>SELECTION Anchor Text American History Judith Ortiz Cofer</p> <p>SE pp 36-45</p> | <p>SELECTION Anchor Text American History Judith Ortiz Cofer</p> <p>SE pp 46-48</p> | <p>SELECTION Anchor Text American History Judith Ortiz Cofer</p> <p>SE pp 49-51</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative</p> <p>SE pp 52-54</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative</p> <p>SE pp 55-57</p> |
| <p>MAKING MEANING</p> <p>Concept Vocabulary anticipated; infatuated; enthralled; devoted; elation; impulse</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction</p> <p>Read the Selection  Selection Audio  American History: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  American History: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose an item from the text and formulate a research question.</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.  American History: Text Questions</p> <p>Analyze Craft and Structure: Narrative Structure Students will analyze the use of internal and external conflict.  Analyze Craft and Structure: Narrative Structure  Analyze Craft and Structure: Narrative Structure (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Types of Phrases Students complete activities identifying phrases.  Conventions: Types of Phrases  Conventions: Types of Phrases (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Alternative Endings Students write an alternative ending to the story.  Writing to Sources: Alternative Endings  Writing to Sources: Alternative Endings (RP)</p> <p>Speaking and Listening: Monologue Students present a monologue from the point of view of a character in the story.  Speaking and Listening: Monologue</p> | <p>PERFORMANCE TASK</p> <p>Write a Nonfiction Narrative Students write a brief narrative that explores the question of how the American Identity has changed over time.</p> <p>PreWriting/Planning Students choose an event to explore, structure the sequence, gather details, and develop situation and point of view.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.3; W.9-10.3.a, W.9-10.3.b; W.9-10.c; W.9-10.3.d, W.9-10.10</p> | <p>LANGUAGE DEVELOPMENT: AUTHOR'S STYLE</p> <p>Exposition and Dialogue Students explore elements of writing to include in their writing.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their narrative and share in small groups.</p> <p>Reflecting Students reflect on their narrative writing.</p> <p>STANDARDS W.9-10.3.a-e; W.9-10.4; W.9-10.5; W.9-10.10</p> |

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| <p>STANDARDS RL.9-10.10</p> | <p>Students complete activities related to the Concept Vocabulary words: anticipated; infatuated; enthralled; devoted; elation; impulse</p> <p>Word Study: Cognates Students write English cognates for Spanish Words.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Cognates (RP)</p> <p>Word Network Add words related to American Identity.</p> <p>STANDARDS RL.9-10.3, L.9-10.4.c, L.9-10.5</p> | <p> Speaking and Listening: Monologue (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: American History</p> <p>STANDARDS W.9-10.3, W.9-10.3.e, SL.9-10.4; L.9-10.1.b</p> | | |
| <p>myPerspectives ELL Support</p> | | | | |
| <p> Audio Summary</p> <p> American History: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 37)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 39)</p> <p>Personalize for Learning English Language Support: Abbreviations (TE p 41)</p> | <p> Analyze Craft and Structure: Narrative Structure (RP) (TE p 47)</p> <p> Word Study: Cognates (RP) (TE p 48)</p> <p>Personalize for Learning English Language Support Describing Story Elements (TE p 47)</p> <p> English Language Support Lesson: Conflict (On Realize)</p> | <p> Conventions: Types of Phrases (RP) (TE p 49)</p> <p> Speaking and Listening: Monologue (RP) (TE p 51)</p> | | <p>Personalize for Learning English Language Support: Predict Meaning (TE p 55)</p> |

















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| iLit ELL Level D | | | | |
|--|--|--|--|--|
| <p>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies" Unit 5 Lesson 8</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Ask Me No Questions Unit 4 Lessons 2–3, 8-9, 12-14, 17-19, 22-24, 27-29, 32-34</p> | <p>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies" Unit 5 Lesson 8</p> <p>Ask Me No Questions Unit 4 Lessons 2–3, 8-9, 12-14, 17-19, 22-24, 27-29, 32-34</p> <p>Plot (examples) Unit 2 Lesson 11: Whole Group</p> <p>Identify a Sequence of Events Unit 2 Lesson 21: Whole Group</p> | <p>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies" Unit 5 Lesson 8</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Ask Me No Questions Unit 4 Lessons 2–3, 8-9, 12-14, 17-19, 22-24, 27-29, 32-34</p> <p>Phrases (examples) Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time Unit 6 Lesson 41: Whole Group</p> | <p>Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p>Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay</p> | <p>Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p>Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay</p> |

| DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
|---|--|--|---|--|
| <p>OVERVIEW Small-Group Learning</p> <p>SE pp 58-61</p> | <p>SELECTION Rules of the Game Amy Tan</p> <p>SE pp 62-74</p> | <p>SELECTION Rules of the Game Amy Tan</p> <p>SE pp 74-77</p> | <p>SELECTION The Writing on the Wall Camille Dungy</p> <p>SE pp 78-83</p> | <p>SELECTION The Writing on the Wall Camille Dungy</p> <p>SE pp 84-87</p> |
| <p>Essential Question <i>What does it mean to be “American”?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary deftly; relented; plotted; concessions</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Rules of the Game: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> A Rules of the Game: First Read Extension Questions</p> <p>Research to Explore Students choose an aspect of the text to research.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: deftly; relented; plotted; concessions</p> <p> Close Read the Text</p> <p>Word Study Connotation and Denotation</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Connotation and Denotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Complex Characters Students will analyze how characters change and identify traits, motivations, and actions.</p> <p> Analyze Craft and Structure: Complex Characters</p> <p> Analyze Craft and Structure: Complex Characters (RP)</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary memento; composed; inscribed</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Writing on the Wall: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Writing on the Wall: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students explore an aspect of the text they find interesting.</p> <p>STANDARDS</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: memento; composed; inscribed</p> <p>Word Study Latin Root: <i>-mem-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: <i>-mem-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> |

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| | <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.3; RL.9-10.10; L.9-10.4.a</p> | <p>Conventions: Participles and Participial Phrases Students complete activities identifying participial phrases.</p> <p> Conventions: Participles and participial Phrases</p> <p> Conventions: Participles and participial Phrases (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Act out a Scene Students present a scene with their small group.</p> <p> Speaking and Listening: Act out a Scene</p> <p> Speaking and Listening: Act out a Scene (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Rules of the Game</p> <p>STANDARDS RL.9-10.3; L.9-10.1; L.9-10.1.b; L.9-10.4.d; L.9-10.5.b</p> | <p>RI.9-10.10; L.9-10.4.a</p> | <p>Analyze Craft & Structure Informative Text Students will discuss the different examples of informative texts.</p> <p> Analyze Craft and Structure: Informative Text</p> <p> Analyze Craft and Structure: Informative Text (RP)</p> <p>Author's Style Word Choice Students find examples of alliteration, assonance, and consonance.</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Digital Presentation Students conduct research to prepare a digital presentation.</p> <p> Research: Digital Presentation</p> <p> Research: Digital Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> |
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| | | | |   Selection Test: The Writing on the Wall STANDARDS RI.9-10.2; RL.9-10.4; RL.9-10.10; W.9-10.7; SL.9-10.5; L.9-10.4.b |
| myPerspectives ELL Support | | | | |
| |  Audio Summary  Rules of the Game: Accessible Leveled Text Personalize for Learning English Language Support: Proverbs (TE p 62) Personalize for Learning English Language Support: Cohesion (TE p 67) Personalize for Learning English Language Support: Personification (TE p 69) |  Word Study: Connotation and Denotation (RP) (TE p 74)  Analyze Craft and Structure: Complex Characters (RP) (TE p 75)  Conventions: Participles and participial Phrases (RP) (TE p 76)  Speaking and Listening: Act out a Scene (RP) (TE p 77) Personalize for Learning English Language Support: Character Traits (TE p 75)  English Language Support Lesson: Character Traits (On Realize) Personalize for Learning English Language Support: Past participles and Past Tense Words (TE p 76) |  Audio Summary  The Writing on the Wall: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 79) Personalize for Learning English Language Support: Idioms (TE p 82) |  Word Study: Latin Root: -mem- (RP) (TE p 84)  Analyze Craft and Structure: Informative Text (RP) (TE p 85)  Author's Style: Word Choice (RP) (TE p 86)  Research: Digital Presentation (RP) (TE p 87) Personalize for Learning English Language Support: Planning a Digital Presentation (TE p 87)  English Language Support Lesson: Digital Presentation (On Realize) |

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| iLit ELL Level D | | | | |
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| <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>iLit Library Fish Cheeks by Amy Tan</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Figurative Language (examples) Unit 4 Lesson 15: Whole Group; Work Time</p> | <p>iLit Library Fish Cheeks by Amy Tan</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Connotations and Denotations Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> | <p>Text: "Immigration at Angel Island" Unit 2 Lesson 42</p> <p>Multimedia Presentation Unit 5 Lessons 1–10</p> <p>Introduce Genre: Informational Text Unit 2 Lesson 27: Read Aloud, Think Aloud</p> |

| DAY 21 | DAY 22 | DAY 23 | DAY 24 | DAY 25 |
|--|---|---|--|--|
| <p>SELECTION With a Little Help From My Friends Firoozeh Dumas</p> <p>SE pp 88-94</p> | <p>SELECTION With a Little Help From My Friends Firoozeh Dumas</p> <p>SE pp 94-97</p> | <p>SELECTION Morning Talk Roberta Hill Whitman</p> <p>Immigrant Picnic Gregory Djanikian</p> <p>SE pp 98-105</p> | <p>SELECTION Morning Talk Roberta Hill Whiteman</p> <p>Immigrant Picnic Gregory Djanikian</p> <p>SE pp 106-109</p> | <p>PERFORMANCE TASK: Speaking and Listening Focus Produce a Podcast</p> <p>SE pp 110-111</p> |
| <p>MAKING MEANING</p> <p>Concept Vocabulary proximity; correspondents; interpreter</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Non-Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> With a Little Help From My Friends: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> With a Little Help From My Friends: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students explore an aspect of the text they find interesting.</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: proximity; correspondents; interpreter</p> <p>Word Study Latin Prefix: <i>inter-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: <i>inter-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Literary Nonfiction Students identify elements of a memoir.</p> <p> Analyze Craft and Structure: Literary Nonfiction</p> <p> Analyze Craft and Structure: Literary Nonfiction (RP)</p> <p>Author's Style: Humor</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary chirruped; teased; pipes</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Morning Talk Immigrant Picnic: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Morning Talk/Immigrant Picnic: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research an interesting topic.</p> <p>STANDARDS</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: chirruped; teased; pipes</p> <p>Word Study: Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network</p> | <p>PERFORMANCE TASK</p> <p>Produce a Podcast As a group students develop a podcast that addresses immigrants experiences.</p> <p>Plan with Your Group Students analyze the text, gather evidence and media examples, and organize ideas for the podcast</p> <p>STANDARDS SL.9-10.1.a; W.9-10.8</p> |

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| <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4a</p> | <p>Students complete activities identifying figurative language.</p> <p> Author's Style: Humor</p> <p> Author's Style: Humor (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Essay Students write an essay interpreting an important detail or quotation from the selection.</p> <p> Writing to Sources: Essay</p> <p> Writing to Sources: Essay (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: With a Little Help From My Friends</p> <p>STANDARDS RI.9-10.3; W.9-10.2; W.9-10.2.b; L.9-10.4.b; L.9-10.5.a</p> | <p>RL.9-10.10; L.9-10.4</p> | <p>Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Poetic Structures Students will analyze stanzas and breaks in poems.</p> <p> Analyze Craft and Structure: Poetic Structures</p> <p> Analyze Craft and Structure: Structure: Poetic Structures (RP)</p> <p>Author's Style: Word Choice Students find examples of common English idioms.</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Panel Discussion Students discuss the poems in a group.</p> <p> Speaking and Listening: Panel Discussion</p> <p> Speaking and Listening: Panel Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> | |
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| | | |   Selection Test: Poetry Selection STANDARDS RL.9-10.5; SL.9-10.1.c; SL.9-10.1.d; L.9-10.4 | |
| myPerspectives ELL Support | | | | |
|  Audio Summary  With a Little Help From My Friends: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 92) |  Word Study: Latin Prefix: <i>inter-</i> (RP) (TE p 94)  Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 95)  Author's Style: Humor (RP) (TE p 96)  Writing to Sources: Essay (RP) (TE p 97) Personalize for Learning English Language Support: Hyperbole (TE p 96)  English Language Support Lesson: Hyperbole (On Realize) |  Audio Summary  Morning Talk Immigrant Picnic: Accessible Text Personalize for Learning English Language Support: Syntax (TE p 99) Personalize for Learning English Language Support: Idioms (TE p 104) |  Word Study: Multiple-Meaning Words (RP) (TE p 106)  Analyze Craft and Structure: Poetic Structures (RP) (TE p 107)  Author's Style: Word Choice (RP) (TE p 108)  Speaking and Listening: Panel Discussion (RP) (TE p 109)  English Language Support Lesson: Panel Discussion (On Realize) Personalize for Learning English Language Support: (TE p 107) Personalize for Learning English Language Support: Idioms (TE p 108) Personalize for Learning English Language Support: Panel Discussion (TE p 109) | |

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| iLit ELL Level D | | | | |
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| <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Text: "Bahia Bakari, the Miracle Girl" Unit 4 Lesson 37</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time</p> | <p>Use Prefixes and Suffixes (examples) Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary</p> <p>"New Country, New School" (article) Unit 5 Lesson 9</p> <p>Text: "Bahia Bakari, the Miracle Girl" Unit 4 Lesson 37</p> | <p>Introduce: Poetry Unit 7 Lesson 1 : Whole Group</p> <p>Text: "What's That Down There?" (poem) Unit 7 Lesson 2</p> <p>Text: "Sea-Fever" (poem) Unit 7 Lesson 3</p> <p>Text: "The Wendigo" (poem) Unit 7 Lesson 4</p> | <p>Multiple- Meaning Words Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p> <p>Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion</p> | <p>Multimedia Presentation Unit 5 Lessons 1–10: Work Time</p> |

| DAY 26 | DAY 27 | DAY 28 | DAY 29 | DAY 30 |
|--|---|---|---|--|
| <p>PERFORMANCE TASK: Speaking and Listening Focus Produce a Podcast</p> <p>SE p 111</p> | <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 112-113</p> | <p>INDEPENDENT LEARNING</p> <p>SE pp 114-116</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 117-119</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 120-121</p> |
| <p>PERFORMANCE TASK</p> <p>Plan With Your Group Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS W.9-10.6; SL.9-10.4; SL.9-10.5; SL.9-10.6</p> | <p>Essential Question <i>What does it mean to be “American”?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>   Contents</p> | <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> | <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for a Nonfiction Narrative Students evaluate the strength of their evidence.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Nonfiction Narrative Students will write a nonfiction narrative about How is an “American” identity created.</p> <p>Nonfiction Narrative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.3.a-e; W.9-10.9</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Interpretive Reading Students plan and present a brief interpretive reading.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4.b</p> |

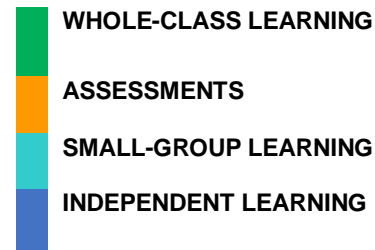
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| | | <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p> | | |
| myPerspectives ELL Support | | | | |
| | | <p>Personalize for Learning English Language Support: Skim, predict, and use a KWL Chart (TE p 114)</p> <p>Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 115)</p> <p> Accessible Leveled Texts for Independent Learning Selections (On Realize)</p> | | |
| iLit ELL Level D | | | | |
| <p>Multimedia Presentation Unit 5 Lessons 1–10: Work Time</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> | <p>Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p>Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Draw Conclusions Unit 4 Lesson 11: Whole Group</p> <p>iLibrary All texts</p> | <p>Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p>Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay</p> | <p>Present Narrative Essay Unit 2 Lesson 41-42: Work Time</p> |

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GRADE 9 | UNIT 2: **Survival**ESSENTIAL QUESTION: ***What does it take to survive?***PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize 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 about and discover many examples of survival.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use transitions to create cohesion in 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

- The Cost of Survival (1070L)

Whole-Class Learning

- Anchor Text, Short Story: *The Seventh Man*, Haruki Murakami (910L)
- Anchor Text, Editorial: *The Moral Logic of Survivor Guilt*, Nancy Sherman (1100L)
- Media, Radio Broadcast: *The Key to Disaster Survival? Friends and Neighbors*, Shankar Vedantam (NP)

Small-Group Learning

- Narrative Nonfiction: *The Voyage of the James Caird from The Endurance*, Caroline Alexander (1000L)
- Media, Photo Gallery, *The Endurance and the James Caird in Images*, Frank Hurley (NP)

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- Novel Excerpt: *from Life of Pi*, Yann Martel (870L)
- Argument: *The Value of a Sherpa Life*, Grayson Schaffer (1230L)
- Poetry: *I am Offering This Poem*, Jimmy Santiago Baca (NP)
- Poetry: *The Writer*, Richard Wilbur (NP)
- Poetry: *Hugging the Jukebox*, Naomi Shihab Nye (NP)

Independent Learning

- Short Story: *To Build a Fire*, Jack London (970L)
- Short Story: *The Most Dangerous Game*, Richard Connell (740L)
- Biography: *from Unbroken*, Laura Hillenbrand (910L)
- Expository Nonfiction: *Seven Steps to Surviving a Disaster*, Jim Y. Kim (1340L)
- Magazine Article: *Titanic vs. Lusitania: How People Behave in a Disaster*, Jeffrey Kluger (1240L)
- Public Letter: *Survival Is Your Own Responsibility*, Daryl R. Miller (1120L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic:














Should people in life-or-death situations be held accountable for their actions?

Part 2 – Speaking & Listening: Oral Presentation










After reading, the group will create a multimedia presentation about strength and survival.

Unit Reflection

















Students will reflect on the unit goals, learning strategies, the texts, and what they learned about survival.

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|--|---|---|--|---|
| <p>UNIT INTRODUCTION</p> <p>SE pp 124-129</p> | <p>OVERVIEW Whole-Class Learning</p> <p>SE pp 130-131</p> | <p>SELECTION Anchor Text The Seventh Man, Haruki Murakami</p> <p>SE pp 132-145</p> | <p>SELECTION Anchor Text The Seventh Man, Haruki Murakami</p> <p>SE pp 146-147</p> | <p>SELECTION Anchor Text The Seventh Man, Haruki Murakami</p> <p>SE pp 148-149</p> |
| <p>Unit Goals Students will deepen their understanding of survival by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary evidence; credible; valid; formulate; logical</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 2 Answer Key</p> <p>Launch Text Students will read “<i>The Cost of Survival</i>”. They will then be asked to identify the main point of the argument and how the author supports that point.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity</p> | <p>Essential Question <i>What does it take to survive?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary desperate; entranced; hallucination; premonition; profound; meditative</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Seventh Man: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Seventh Man: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research something that interests them and form a research question.</p> <p>STANDARDS RL.9-10.10</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure Author’s Choices: Order of Events Students will discuss why an author uses a frame story as a narrative technique.</p> <p> Analyze Craft and Structure: Author’s Choices: Order of Events</p> <p> Analyze Craft and Structure: Author’s Choices: Order of Events (RP)</p> <p>STANDARDS RL.9-10.5</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: desperate; entranced; hallucination; premonition; profound; meditative</p> <p>Word Study: Latin Suffix -tion Students complete activities related to the Latin Suffix -tion.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix -tion (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Infinitives and Infinitive Phrases Students complete activities related to phrases.</p> <p> Conventions: Infinitives and Infinitive Phrases</p> <p> Conventions: Infinitives and Infinitive Phrases (RP)</p> |

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| <p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p> | | | | <p>STANDARDS L.9-10.1.b; L.9-10.4.b; L.9-10.5.b</p> |
| <p>myPerspectives ELL Support</p> | | | | |
| <p> Audio Summary</p> <p>Personalize for Learning English Language Support: Cognates (TE p 125)</p> | | <p> Audio Summary</p> <p> The Seventh Man: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 135)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 137)</p> | <p> Analyze Craft and Structure: Author's Choices: Order of Events (RP) (TE p 147)</p> <p>Personalize for Learning English Language Support: Order of Events (TE p 147)</p> <p> English Language Support Lesson: Order of Events (On Realize)</p> | <p> Word Study : Latin Suffix <i>-tion</i> (RP) (TE p 148)</p> <p> Conventions: Infinitives and Infinitive Phrases (RP) (TE p 149)</p> <p>Personalize for Learning English Language Support: Parts of Speech (TE p 149)</p> |











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| <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion Unit 4 Lesson 47: Collaborative Conversation</p> | <p>iLit Library Tsunami Japanese Tsunami: Stories of Survival</p> <p>"At the Edge: Daring Acts in Desperate Times" Unit 6 Lesson 2-33</p> <p>"Japan Nuke Workers Risk Their Lives, Garner Nation's Respect" Unit 6 Lesson 36-37</p> | <p>iLit Library Tsunami Japanese Tsunami: Stories of Survival</p> <p>"At the Edge: Daring Acts in Desperate Times" Unit 6 Lesson 2-33</p> <p>Identify a Sequence of Events Unit 2 Lesson 21: Whole Group</p> | <p>Use Prefixes and Suffixes (examples) Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 7: Work Time</p> <p>iLit Library Tsunami Japanese Tsunami: Stories of Survival</p> |

| DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
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| <p>SELECTION Anchor Text The Seventh Man, Haruki Murakami</p> <p>SE p 150</p> | <p>SELECTION Anchor Text The Seventh Man, Haruki Murakami</p> <p>SE p 151</p> | <p>SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman</p> <p>SE pp 152-157</p> | <p>SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman</p> <p>SE pp 158-159</p> | <p>SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman</p> <p>SE pp 160-161</p> |
| <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Critical Review Students write a critical review of “The Seventh Man”:  Writing to Sources: Critical Review  Writing to Sources: Critical Review (RP)</p> <p>STANDARDS W.9-10.1.a</p> | <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Retelling Students retell “The Seventh Man” from another point of view.  Speaking and Listening: Retelling  Speaking and Listening: Retelling (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST   Selection Test: The Seventh Man</p> <p>STANDARDS SL.9-10.4.b</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary burden; culpability; conscience; remorse; entrusted; empathic</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  The Moral Logic of Survivor Guilt: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  The Moral Logic of Survivor Guilt: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Development of Ideas Students will record examples of types of supporting arguments.  Analyze Craft and Structure: Development of Ideas  Analyze Craft and Structure: Development of Ideas (RP)</p> <p>STANDARDS RI.9-10.1; RI.9-10.2; RI.9-10.8</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: burden; culpability; conscience; remorse; entrusted; empathic</p> <p>Word Study: Greek Root - path- Students complete activities related to the Greek Root - path-  Concept Vocabulary and Word Study  Word Study Greek Root - path- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Punctuation Students complete activities explaining the function of colons, semicolons, and dashes.  Conventions: Punctuation</p> |






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| | | <p>Research to Explore Students research the history of the official Marine code, <i>semper fidelis</i>.</p> <p>STANDARDS RI.9-10.10</p> | | <p> Conventions: Punctuation (RP)</p> <p>STANDARDS L.9-10.2; L.9-10.2.a; L.9-10.2.b; L.9-10.4.b; L.9-10.4.c</p> |
| myPerspectives ELL Support | | | | |
| <p> Writing to Sources: Critical Review (RP) (TE p 150)</p> <p>Personalize for Learning English Language Support: Condensing Ideas (TE p 150)</p> | <p> Speaking and Listening: Retelling (RP) (TE p 151)</p> | <p> Audio Summary</p> <p> The Moral Logic of Survivor Guilt: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 153)</p> | <p> Analyze Craft and Structure: Development of Ideas (RP) (TE p 159)</p> <p>Personalize for Learning English Language Support: Development of Ideas (TE p 159)</p> <p> English Language Support Lesson: Central Idea and Specific (On Realize)</p> | <p> Word Study Greek Root - <i>path-</i> (RP) (TE p 160)</p> <p> Conventions: Punctuation (RP) (TE p 161)</p> |
| iLit ELL Level D | | | | |
| <p>iLit Library Tsunami Japanese Tsunami: Stories of Survival</p> <p>Connect Ideas in Sentences Unit 2 Lesson 13: Whole Group Unit 2 Lessons 14–15: Work Time</p> | <p>iLit Library Tsunami Japanese Tsunami: Stories of Survival</p> <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time</p> | <p>“At the Edge: Daring Acts in Desperate Times” Unit 6 Lesson 2-33</p> <p>Text: “It Could Happen to You” Unit 6 Lesson 38</p> <p>Text: “Into the Death Zone: A Mount Everest Adventure” Unit 6 Lesson 39-40</p> | <p>Determine Main Idea (informative) Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p>“At the Edge: Daring Acts in Desperate Times” Unit 6 Lesson 2-33</p> | <p>Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> <p>Assignments: Vocabulary Study Plan (examples) Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots</p> |

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| DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
|---|--|---|--|---|
| <p>SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman</p> <p>SE p 162</p> | <p>SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman</p> <p>SE p 163</p> | <p>SELECTION Media, Radio Broadcast The Key to Disaster Survival? Friends and Neighbors Shankar Vedantam</p> <p>SE pp 164-167</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 168-170</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write An Argument</p> <p>SE pp 171-173</p> |
| <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Encyclopedia Entry Students write an encyclopedia entry defining the idea of imperfect duty.</p> <p> Writing to Sources: Encyclopedia Entry</p> <p> Writing to Sources: Encyclopedia Entry (RP)</p> <p>STANDARDS W.9-10.2.a</p> | <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Pep Talk Students deliver a pep talk to a group who has experienced a failure.</p> <p> Speaking and Listening: Pep Talk</p> <p> Speaking and Listening: Pep Talk (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST   Selection Test: The Moral Logic of Survivor Guilt</p> <p>STANDARDS SL.9-10.4.a</p> | <p>MAKING MEANING</p> <p>Media Vocabulary introduction; expert commentary; interpreter</p> <p> Media Vocabulary</p> <p>First Review Students Listen, Note, Connect, Respond as they listen to the broadcast</p> <p> First Review Guide: Media-Audio</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will listen to the broadcast again and write down new observations.</p> <p> Close-Review Guide: Media-Audio</p> <p>Analyze the Media Students will respond to questions about the broadcast.</p> | <p>PERFORMANCE TASK</p> <p>Write an Argument Students write an argument stating and supporting their position on Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?</p> <p>PreWriting/Planning Students write a claim, consider possible counterclaims, gather evidence from sources, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.8; W.9-10.10</p> | <p>PERFORMANCE TASK</p> <p>LANGUAGE DEVELOPMENT: AUTHOR’S STYLE</p> <p>Create Cohesion: Transitions Students choose transitions that accurately show specific relationships between ideas.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their argument.</p> <p>STANDARDS W.9-10.1.c</p> |

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| | | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Listener Comment Students will write a listener comment about the radio broadcast.</p> <p> Writing to Sources: Listener Comment</p> <p>Speaking and Listening: Oral Presentation Students present a monologue from the point of view of a character in the story</p> <p> Speaking and Listening: Oral Presentation</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS L.9-10.6; SL.9-10.3; SL.9-10.4.a</p> | | |
| myPerspectives ELL Support | | | | |
| <p> Writing to Sources: Encyclopedia Entry (RP) (TE p 162)</p> | <p> Speaking and Listening: Pep Talk (RP) (TE p 163)</p> | <p> Audio Summary</p> <p>Personalize for Learning English Language Support: Taking Notes (TE p 165)</p> | <p>Personalize for Learning English Language Support: Writing a Claim (TE p 169)</p> | <p>Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 173)</p> |

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| iLit ELL Level D | | | | |
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| <p>“At the Edge: Daring Acts in Desperate Times” Unit 6 Lesson 2-33</p> <p>Text: “It Could Happen to You” Unit 6 Lesson 38</p> <p>Informative Writing (examples) Unit 2 Lessons 15–16: Work Time</p> | <p>Classroom Conversation (examples) Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Multimedia Presentation Unit 5 Lessons 1–10</p> | <p>Make a Claim for an Argument Unit 6 Lesson 23: Whole Group</p> <p>Develop Strong Supporting Reasons Unit 4 Lesson 35: Work Time</p> | <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 24: Work Time Unit 4 Lesson 33-42: Whole Group; Work Time</p> <p>Assignments (examples) Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p> |

| DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
|--|--|---|---|---|
| <p>OVERVIEW Small-Group Learning</p> <p>SE pp 174-177</p> | <p>SELECTION The Voyage of the James Caird Caroline Alexander</p> <p>SE pp 178-191</p> | <p>SELECTION The Voyage of the James Caird Caroline Alexander</p> <p>SE pp 191-193</p> | <p>SELECTION The Endurance and the James Caird in Images Frank Hurley</p> <p>SE pp 194-201</p> | <p>SELECTION from Life of Pi Yann Martel</p> <p>SE pp 202-212</p> |
| <p>Essential Question <i>What does it take to survive?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary pitched; reeling; upheaval</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Voyage of the James Caird: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Voyage of the James Caird: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: pitched; reeling; upheaval</p> <p>Word Study Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Series of Events Students will describe people who appear in the narrative.</p> <p> Analyze Craft and Structure: Series of Events</p> <p> Analyze Craft and Structure: Series of Events (RP)</p> <p>Author's Style: Word Choice Students complete activities identifying participial phrases.</p> | <p>MAKING MEANING</p> <p>Media Vocabulary composition; perspective or angle; lighting and color</p> <p>First Review Students Look, Note, Connect, Respond as they study the images.</p> <p> First Review Guide: Media Art/Photography</p> <p>View the Selection</p> <p> Selection Audio</p> <p> The Voyage of the James Caird</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will revisit the photographs again and write down new observations.</p> <p>Analyze the Media Students will respond to questions about the photos.</p> <p> Analyze the Media</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary irresolvable; predatory; adversary</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Life of Pi: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Life of Pi: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> |

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| | <p>close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10. 4.a</p> | <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p>  Selection Test: The Voyage of the James Caird</p> <p>STANDARDS RI.9-10.3; RI.9-10.4; L.9-10.1.b; L.9-10.4</p> | <p>composition; perspective or angle; lighting and color</p> <p> Media Vocabulary</p> <p>Writing to Compare: Multimedia Presentation</p> <p>Students create a multimedia presentation about the Shackleton expedition.</p> <p> Writing to Compare: Compare the Texts and Photographs</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.1; RI.9-10.7; L.9-10.6</p> | <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10: L.9-10.4</p> |
| myPerspectives ELL Support | | | | |
| | <p> Audio Summary</p> <p> The Voyage of the James Caird: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Abbreviations (TE p 179)</p> <p>Personalize for Learning English Language Support: Domain-specific Vocabulary (TE p 183)</p> | <p> Word Study: Multiple-Meaning Words (RP) (TE p 191)</p> <p> Analyze Craft and Structure: Series of Events (RP) (TE p 192)</p> <p> Author's Style: Word Choice (RP) (TE p 193)</p> <p>Personalize for Learning English Language Support: Participles and Participial Phrases (TE p 193)</p> | <p> Audio Summary</p> <p> The Endurance and the James Caird in Images</p> | <p> Audio Summary</p> <p> from Life of Pi: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 203)</p> <p>Personalize for Learning English Language Support: British vs. American English (TE p 209)</p> |




















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| | |  English Language Support Lesson: Participles and Participial Phrases (On Realize) | | |
| iLit ELL Level D | | | | |
| <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion Unit 4 Lesson 47: Collaborative Conversation Unit 5 Lesson 9: Small-Group Discussion</p> | <p>Text: "Into the Death Zone: A Mount Everest Adventure" Unit 6 Lesson 39-40</p> <p>"At the Edge: Daring Acts in Desperate Times" Unit 6 Lesson 2-33</p> <p>Using Domain-Specific Words Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 6 Lesson 31: Whole Group</p> | <p>Text: "Into the Death Zone: A Mount Everest Adventure" Unit 6 Lesson 39-40</p> <p>"At the Edge: Daring Acts in Desperate Times" Unit 6 Lesson 2-33</p> <p>Identify a Sequence of Events Unit 2 Lesson 21: Whole Group</p> | <p>Text: "Into the Death Zone: A Mount Everest Adventure" Unit 6 Lesson 39-40</p> <p>"At the Edge: Daring Acts in Desperate Times" Unit 6 Lesson 2-33</p> <p>Teacher Resources Language Conventions Practice: Using Verbals and Verbal Phrases, 65–66</p> | <p>"At the Edge: Daring Acts in Desperate Times" Unit 6 Lesson 2-33</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p> |

| DAY 21 | DAY 22 | DAY 23 | DAY 24 | DAY 25 |
|---|--|--|--|---|
| <p>SELECTION from Life of Pi Yann Martel</p> <p>SE pp 212-215</p> | <p>SELECTION The Value of a Sherpa Life Grayson Schaffer</p> <p>SE pp 216-220</p> | <p>SELECTION The Value of a Sherpa Life Grayson Schaffer</p> <p>SE pp 220-223</p> | <p>SELECTION I am Offering This Poem Jimmy Santiago Baca</p> <p>The Writer Richard Wilbur</p> <p>Hugging the Jukebox Naomi Shihab Nye</p> <p>SE pp 224-234</p> | <p>SELECTION I am Offering This Poem Jimmy Santiago Baca</p> <p>The Writer Richard Wilbur</p> <p>Hugging the Jukebox Naomi Shihab Nye</p> <p>SE pp 234-237</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: irresolvable; predatory; adversary</p> <p>Word Study: Latin suffixes: -ory and -ary</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin suffixes: -ory and -ary (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Complex Characters Students will describe Pi's character.</p> <p> Analyze Craft and Structure: Complex Characters</p> <p> Analyze Craft and Structure: Complex Characters (RP)</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary physiology; mortality; reincarnation</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Value of a Sherpa Life: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Value of a Sherpa Life: First Read Extension Questions</p> <p>Research to Explore Students research an interesting topic.</p> <p>Close Read the Text</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary physiology; mortality; reincarnation</p> <p>Word Study Latin Root: -mort-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -mort- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Claims and Ideas Students will analyze how the author introduces, develops, and refines his argument.</p> <p> Analyze Craft and Structure: Author's Claims and Ideas</p> <p> Analyze Craft and Structure: Author's Claims and Ideas (RP)</p> <p>Author's Style:</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary treasure; iridescent; luminous</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> I am Offering This Poem/ The Writer/Hugging the Jukebox: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> I am Offering This Poem/ The Writer/Hugging the Jukebox : First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: treasure; iridescent; luminous</p> <p>Word Study Latin Root: -lum-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -lum- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Development of Theme Students will analyze how poets use symbols to develop themes.</p> <p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> |









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| <p>Conventions: Participial versus Absolute Phrases Students complete activities identifying phrases.</p> <p> Conventions: Participial versus Absolute Phrases</p> <p> Conventions: Participial versus Absolute Phrases (RP)</p> <p>Writing to Sources: Argument Students write an argument that includes claims and counterclaims.</p> <p> Writing to Sources: Argument, Claims, and Counterclaims</p> <p> Writing to Sources: Argument, Claims, and Counterclaims (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from Life of Pi</p> <p>STANDARDS RL.9-10.3; W.9-10.1; W.9-10.1.a; L.9-10.1; L.9-10.1.b; L.9-10.4.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>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; RI.9-10.5; L.9-10.4.a</p> | <p>Use of Rhetoric Students find examples of rhetorical devices.</p> <p> Author's Style: Use of Rhetoric</p> <p> Author's Style: Use of Rhetoric (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Digital Presentation Students create a digital presentation.</p> <p> Speaking and Listening: Digital Presentation</p> <p> Speaking and Listening: Digital Presentation Digital Presentation (RP)</p> <p>  Selection Test: The Value of a Sherpa Life</p> <p>STANDARDS RI.9-10.5; RI.9-10.6; SL.9-10.5; L.9-10.4.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>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.; L.9-10.4.b</p> | <p>Author's Style: Figurative Language Students analyze metaphors and similes from the poems.</p> <p> Author's Style: Figurative Language</p> <p> Author's Style: Figurative Language (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Oral Presentation Students create an oral presentation from a selection of poems.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Poetry Collection</p> <p>STANDARDS RL.9-10.2; RL.9-10.4; SL.9-10.1.a; SL.9-10.4; SL.9-10.6; L.9-10.4.b; L.9-10.5; L.9-10.5.a</p> |
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| <p> Word Study: Latin suffixes: <i>-ory</i> and <i>-ary</i> (RP) (TE p 212)</p> <p> Analyze Craft and Structure: Complex Characters (RP) (TE p 213)</p> <p> Conventions: Participial versus Absolute Phrases (RP) (TE p 214)</p> <p> Writing to Sources: Argument, Claims, and Counterclaims (RP) (TE p 215)</p> <p>Personalize for Learning English Language Support: Complex Characters (TE p 213)</p> <p> English Language Support Lesson: Character (On Realize)</p> | <p> Audio Summary</p> <p> The Value of a Sherpa Life: Accessible Leveled Text</p> | <p> Word Study: Latin Root: <i>-mort-</i> (RP) (TE p 220)</p> <p> Analyze Craft and Structure: Author's Claims and Ideas (RP) (TE p 221)</p> <p> Author's Style: Use of Rhetoric (RP) (TE p 222)</p> <p> Speaking and Listening: Digital Presentation Digital Presentation (RP) (TE p 223)</p> <p>Personalize for Learning English Language Support: Parallelism (TE p 222)</p> <p> English Language Support Lesson: Parallelism (On Realize)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 223)</p> | <p> Selection Audio</p> <p> I am Offering This Poem The Writer/Hugging the Jukebox; Accessible Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 225)</p> | <p> Word Study: Latin Root: <i>-lum-</i> (RP) (TE p 234)</p> <p> Analyze Craft and Structure: Development of Theme (RP) (TE p 235)</p> <p> Author's Style: Figurative Language (RP) (TE p 236)</p> <p> Speaking and Listening: Oral Presentation (RP) (TE p 237)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 236)</p> <p> English Language Support Lesson: Figurative Language (On Realize)</p> |

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| iLit ELL Level D | | | | |
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| <p>“At the Edge: Daring Acts in Desperate Times” Unit 6 Lesson 2-33</p> <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time</p> <p>Characters (examples) Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time</p> | <p>Text: "Into the Death Zone: A Mount Everest Adventure" Unit 6 Lesson 39-40</p> <p>iLit Library Climbing Everest</p> | <p>Text: "Into the Death Zone: A Mount Everest Adventure" Unit 6 Lesson 39-40</p> <p>Multimedia Presentation Unit 5 Lessons 1–10</p> <p>Make a Claim for an Argument Unit 6 Lesson 23: Whole Group</p> | <p>Introduce: Poetry Unit 7 Lesson 1 : Whole Group</p> <p>Text: "What's That Down There?" (poem) Unit 7 Lesson 2</p> <p>Text: "Sea-Fever" (poem) Unit 7 Lesson 3</p> <p>Text: "The Wendigo" (poem) Unit 7 Lesson 4</p> | <p>Introduce: Poetry Unit 7 Lesson 1 : Whole Group</p> <p>Text: "What's That Down There?" (poem) Unit 7 Lesson 2</p> <p>Identify Figurative Language Unit 7 Lesson 3</p> <p>Analyze Word Choice Unit 7 Lesson 3</p> |

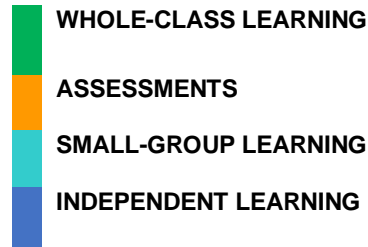
| DAY 26 | DAY 27 | DAY 28 | DAY 29 | DAY 30 |
|---|---|---|--|--|
| <p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE p 238-239</p> | <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 240-241</p> | <p>INDEPENDENT LEARNING</p> <p>SE pp 242-244</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 245-247</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 248-249</p> |
| <p>PERFORMANCE TASK</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse With Your Group Students practice the presentation, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5</p> | <p>Essential Question <i>What does it take to survive?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p> | <p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> | <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argument where they state and defend if people in life-or-death situations be held accountable for their actions.</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.9; W.9-10.10</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Oral Presentation Students plan and present a brief three- to five-minute oral presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4</p> |

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| | | <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p> | | |
| myPerspectives ELL Support | | | | |
| | |  Accessible Leveled Texts for Independent Learning Selections (On Realize) | | |
| iLit ELL Level D | | | | |
| <p>Present an Argumentative Essay Unit 4 Lesson 43-44: Work Time</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> | <p>Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p>Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Draw Conclusions Unit 4 Lesson 11: Whole Group</p> <p>iLibrary All texts</p> | <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 24: Work Time Unit 4 Lesson 33-42: Whole Group; Work Time</p> <p>Assignments (examples) Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p> | <p>Multimedia Presentation Unit 5 Lessons 1–10</p> |

GRADE 9 | UNIT 3: **The Literature of Civil rights**
 ESSENTIAL QUESTION: *How can words inspire change?*
 PERFORMANCE BASED ASSESSMENT: **Informative Text**
 NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- Don't forget *Accessible Leveled Texts* are on Realize 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 and discover how writings and speeches of the Civil Rights movement inspired social change.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors introduce and develop ideas.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively convey complex ideas and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Smoothly integrate information from varied sources to create cohesion.
- Correctly use varied types of clauses as well as parallelism in 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

- 1963: The Year That Changed Everything (1030L)

Whole-Class Learning

- Anchor Text, Speech: *"I Have a Dream"*, Dr. Martin Luther King, Jr. (1140L)
- Anchor Text, Letter: *Letter From Birmingham Jail*, Dr. Martin Luther King, Jr. (1190L)
- Media, Video: *Remarks on the Assassination of Martin Luther King, Jr.*, Robert F. Kennedy

Small-Group Learning

- Media, Newscast: *Remembering Civil Rights History, When "Words Meant Everything"*, PBS Newshour
- Poetry: *For My People*, Margaret Walker (NP)
- Poetry: *Incident*, Natasha Trethewey (NP)

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- Speech: *Lessons of Dr. Martin Luther King, Jr.*, Cesar Chavez (1060)
- Memoir: *Traveling*, Grace Paley (820L)

Independent Learning

- Media: Newscast: *Frank McCain Dies-Helped Start Sit-In Movement at Greensboro Lunch Counter*, Jeff Tiberii
- News Article: *How the Children of Birmingham Changed the Civil-Rights Movement*, Lottie L. Joiner (1040L)
- Narrative Nonfiction: *Sheyann Webb*, Frank Sikora (900L)
- Magazine Article: *The Many Lives of Hazel Bryan*, David Margolick (1220L)
- Media, Video: *Fannie Lou Hamer*, BBC

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:














Explain how words have the power to provoke, calm, or inspire?

Part 2 – Speaking & Listening: Multimedia Presentation






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

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how words inspire change.

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|---|---|--|--|---|
| <p>UNIT INTRODUCTION</p> <p>SE pp 250-257</p> | <p>OVERVIEW Whole-Class Learning</p> <p>SE pp 258-259</p> | <p>SELECTION Anchor Text “I Have a Dream” Dr. Martin Luther King, Jr.</p> <p>SE pp 260- 264</p> | <p>SELECTION Anchor Text “I Have a Dream” Dr. Martin Luther King, Jr.</p> <p>SE pp 261-265</p> | <p>SELECTION Anchor Text “I Have a Dream” Dr. Martin Luther King, Jr.</p> <p>SE pp 266-267</p> |
| <p>Unit Goals Students will deepen their understanding of survival by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary disrupt, coherent, notation, aggregate, express</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 3 Answer Key</p> <p>Launch Text Students will read “1963: The Year That Changed Everything”. They will then be able to the question: How does the writer help the reader understand the importance of these events?</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity</p> | <p>Essential Question <i>How can words inspire change?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary prosperity; hallowed; tribulations; redemptive; oppression; exalted</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio  I Have a Dream: Accessible Leveled Text</p> <p>STANDARDS RI.9-10.10</p> | <p>MAKING MEANING</p> <p>Read the Selection</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> I Have a Dream: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RI.9-10.10; PI.5</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure Argument Students will discuss rhetorical devices used in the speech.</p> <p> Analyze Craft and Structure: Argument  Analyze Craft and Structure: Argument (RP)</p> <p>STANDARDS RI.9-10.1; RI.9-10.6; RI.9-10.9</p> |














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| <p>Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p> | | | | |
| myPerspectives ELL Support | | | | |
| <p>Personalize for Learning English Language Support: Cognates (TE p 253)</p> | | <p> Audio Summary</p> <p> I Have a Dream: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Taking Notes (TE p 264)</p> | <p>Personalize for Learning English Language Support: Taking Notes (TE p 264)</p> | <p> Analyze Craft and Structure: Argument (RP) (TE p 267)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 267)</p> |

| iLit ELL Level D | | | | |
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| <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>iLit Library We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> | <p>Assignments (examples) Unit 4 Lessons 31-35: Write an Argumentative Essay</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p> |








| DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
|---|--|--|--|---|
| <p>SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr.</p> <p>SE pp 268-269</p> | <p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 270-287</p> | <p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 288-289</p> | <p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 290-291</p> | <p>SELECTION Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr.</p> <p>SE pp 292-293</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: prosperity; hallowed; tribulations; redemptive; oppression; exalted</p> <p>Word Study: Patterns of Word Changes Students complete activities adding <i>-tion</i> to verbs</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Patterns of Word Changes (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Parallel Structure Students complete activities locating elements of parallel structure</p> <p> Conventions: Parallel Structure</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary idly; postpone; stagnation; complacency; yearning; languished</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Letter From Birmingham Jail: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Letter From Birmingham Jail: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Argument Students will record examine rhetorical devices.</p> <p> Analyze Craft and Structure: Argument</p> <p> Analyze Craft and Structure: Argument (RP)</p> <p>STANDARDS RI.9-10.1; RI.9-10.3; RI.9-10.9</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: idly; postpone; stagnation; complacency; yearning; languished</p> <p>Word Study: Latin Root -plac- Students complete activities related to the Latin Root <i>-plac-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study Latin Root <i>-plac-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Relative Clauses Students complete activities marking relative clauses and relative pronouns.</p> <p> Conventions: Relative Clauses</p> | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare Comparison-and-contrast Essay Students write an essay comparing Dr. King's two speeches.</p> <p> Writing to Compare: Compare-and Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p> Selection Test: Letter From Birmingham Jail</p> <p>STANDARDS W.9-10.2; W.9-10.4; W.9-10.9.b</p> |

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| <p> Conventions: Parallel Structure (RP)</p> <p>SELECTION TEST</p> <p>  Selection Test: I Have a Dream</p> <p>STANDARDS L.9-10.1; L.9-10.1.a; L.9-10.2.c; L.9-10.4.b</p> | <p>Students choose item from text that interests them and formulate research question.</p> <p>STANDARDS RI.9-10.10</p> | | <p> Conventions: Relative Clauses (RP)</p> <p>STANDARDS L.9-10.1.b; L.9-10.4.b; L.9-10.5</p> | |
| myPerspectives ELL Support | | | | |
| <p> Word Study: Patterns of Word Changes (RP) (TE p 268)</p> <p> Conventions: Parallel Structure (RP) (TE p 269)</p> <p>Personalize for Learning English Language Support: Justifying an Opinion about Parallelism (TE p 269)</p> <p> English Language Support Lesson: Parallelism (On Realize)</p> | <p> Audio Summary</p> <p> Letter From Birmingham Jail: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Metaphors (TE p 275)</p> | <p> Analyze Craft and Structure: Argument (RP) (TE p 289)</p> <p>Personalize for Learning English Language Support: Making Allusions (TE p 289)</p> <p> English Language Support Lesson: Allusion (On Realize)</p> | <p> Word Study Latin Root -<i>plac</i>- (RP) (TE p 290)</p> <p> Conventions: Relative Clauses (RP) (TE p 291)</p> | |

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| iLit ELL Level D | | | | |
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| <p>iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> <p>Evaluating Author's Viewpoint Unit 2 Lesson 26: Whole Group</p> | <p>iLit Library We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 3 Lessons 1-5: Extra Practice</p> | <p>iLit Library We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 3 Lessons 1-5: Extra Practice</p> | <p>iLit Library We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> <p>Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> | <p>iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> <p>Compare and Contrast Unit 2 Lesson 27: Read Aloud, Think Aloud</p> |












| DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
|--|--|--|--|---|
| <p>SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy</p> <p>SE pp 294-295</p> | <p>SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy</p> <p>SE p 296</p> | <p>SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy</p> <p>SE p 297</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 298-300</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Essay</p> <p>SE pp 301-303</p> |
| <p>MAKING MEANING</p> <p>Media Vocabulary oratory; delivery; gesture; cadence</p> <p> Media Vocabulary</p> <p>First Review Students Listen, Note, Connect, Respond as they listen to the broadcast</p> <p> First Review Guide: Media Video</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p>  Remarks on the Assassination of Martin Luther King, Jr.</p> <p>STANDARDS RI.9-10.10</p> | <p>EFFECTIVE EXPRESSION</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will watch the video again and write down new observations.</p> <p>Analyze the Media Students will respond to questions about the speech.</p> <p>STANDARDS SL.9-10.3</p> | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Newspaper Report Students write a news report about Robert Kennedy's speech.</p> <p> Writing to Sources: Newspaper Report</p> <p>Speaking and Listening: Newscast Students adapt their newspaper report to a newscast</p> <p> Speaking and Listening: Newscast</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.9-10.2.b; W.9-10.2.e; SL.9-10.4; SL.9-10.4.a</p> | <p>PERFORMANCE TASK</p> <p>Write an Informative Essay Students conduct research to answer the question: How did the selections in this section affect those who first heard them or read them?</p> <p>PreWriting/Planning Students focus their research and evaluate sources.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.7; W.9-10.8; W.9-10.10</p> | <p>LANGUAGE DEVELOPMENT: AUTHOR'S STYLE</p> <p>Create Cohesion: Integrate Different Types of Information Students choose from direct quotations, paraphrases, or summaries to bolster their point.</p> <p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.2.c-f; W.9-10.8; L.9-10.3.a</p> |

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





| myPerspectives ELL Support | | | | |
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|  Audio Summary  Remarks on the Assassination of Martin Luther King, Jr. | | | | Personalize for Learning English Language Support: Metaphors (TE p 301) |
| iLit ELL Level D | | | | |
| iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community | Informative Writing (examples) Unit 2 Lessons 15–16: Work Time | Informative Writing (examples) Unit 2 Lessons 15–16: Work Time | Write an Informative Paragraph Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time Assignments Unit 2 Lessons 11–15: Write an Informative Paragraph | Write an Informative Paragraph Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time Assignments Unit 2 Lessons 11–15: Write an Informative Paragraph |

| DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
|--|--|---|--|--|
| <p>OVERVIEW Small-Group Learning</p> <p>SE pp 304-307</p> | <p>SELECTION Remembering Civil Rights History, When “Words Meant Everything” Jeffrey Brown</p> <p>SE pp 308-311</p> | <p>SELECTION For My People Margaret Walker</p> <p>Incident Natasha Trethewey</p> <p>SE pp 312-318</p> | <p>SELECTION For My People Margaret Walker</p> <p>Incident Natasha Trethewey</p> <p>SE pp 318-321</p> | <p>SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez</p> <p>SE pp 322-330</p> |
| <p>Essential Question <i>How can words inspire change?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p> | <p>MAKING MEANING</p> <p>Media Vocabulary point of view; primary source; eyewitness; secondary source</p> <p> Media Vocabulary</p> <p>First Review Students Watch, Note, Connect, Respond as they study the images.</p> <p> First Review Guide: Media-Video</p> <p>View the Selection</p> <p> Selection Audio</p> <p> Remembering Civil Rights History, When “Words Meant Everything”</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will listen to the newscast again and write down new observations.</p> <p>Analyze the Media Students will respond to questions about the images.</p> <p> Analyze the Media</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary bewildered; blundering; trembling</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> For My People/Incident: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> For My People/Incident: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: bewildered; blundering; trembling</p> <p>Word Study Latin Root: -trem-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -trem- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure Poetic Structure Students will analyze basic types of stanzas.</p> <p> Analyze Craft and Structure: Poetic Structures</p> <p> Analyze Craft and Structure: Poetic Structures (RP)</p> <p>Author’s Style: Punctuation</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary activist; radical; advocating</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Lessons of Dr. Martin Luther King, Jr.: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Lessons of Dr. Martin Luther King, Jr.: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Research to Explore</p> |



















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| | <p>EFFECTIVE EXPRESSION</p> <p>Research Students research and write a report about events from the Civil Rights era.  Research: Report</p> <p>Writing to Sources: Short Essay Students write an essay about “sacred language” and how it affects people.  Writing to Sources: Short Essay</p> <p>STANDARDS RI.9-10.10; SL.9-10.2; W.9-10.7</p> | <p>close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.  Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a</p> | <p>Students analyze commas, semicolons, and dashes.  Author’s Style: Punctuation  Author’s Style: Punctuation (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Multimedia presentation Students create a multimedia presentation from a selection of poems.  Speaking and Listening: Multimedia presentation  Speaking and Listening: Multimedia presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: Poetry Selection</p> <p>STANDARDS RL.9-10.5; SL.9-10.4.b; SL.9-10.5; SL.9-10.6; L.9-10.2; L.9-10.2.a; L.9-10.4.b; L.9-10.4.c</p> | <p>Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RI.9-10.10; L.9-10.4.a</p> |
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| myPerspectives ELL Support | | | | |
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| |  Audio Summary  Remembering Civil Rights History, When "Words Meant Everything" |  Audio Summary  For My People/Incident: Accessible Leveled Text Personalize for Learning English Language Support: Background Knowledge (TE p 316) |  Word Study: Latin Root: -trem- (RP) (TE p 318)  Analyze Craft and Structure: Poetic Structures (RP) (TE p 319)  Author's Style: Punctuation (RP) (TE p 320)  Speaking and Listening: Multimedia presentation (RP) (TE p 321)  English Language Support Lesson: Multimedia Presentation (On Realize) |  Audio Summary  Lessons of Dr. Martin Luther King, Jr: Accessible Leveled Text Personalize for Learning English Language Support: Hyperbole (TE p 323) |
| iLit ELL Level D | | | | |
| Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion | iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community Informative Writing (examples) Unit 2 Lessons 15–16: Work Time | Introduce: Poetry Unit 7 Lesson 1 : Whole Group Text: "What's That Down There?" (poem) Unit 7 Lesson 2 Text: "Sea-Fever" (poem) Unit 7 Lesson 3 Text: "The Wendigo" (poem) Unit 7 Lesson 4 | Introduce: Poetry Unit 7 Lesson 1 : Whole Group Text: "What's That Down There?" (poem) Unit 7 Lesson 2 Text: "Sea-Fever" (poem) Unit 7 Lesson 3 Text: "The Wendigo" (poem) Unit 7 Lesson 4 | iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community |

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| DAY 21 | DAY 22 | DAY 23 | DAY 24 | DAY 25 |
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| <p>SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez</p> <p>SE pp 330-331</p> | <p>SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez</p> <p>SE pp 332-333</p> | <p>SELECTION Traveling Grace Paley</p> <p>SE pp 334-340</p> | <p>SELECTION Traveling Grace Paley</p> <p>SE pp 340-343</p> | <p>PERFORMANCE TASK: Speaking and Listening Focus Multimedia Presentation</p> <p>SE p 344</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: activist; radical; advocating</p> <p>Word Study: Latin root: -voc-  Concept Vocabulary and Word Study  Word Study: Latin root: -voc- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Development of Ideas Students identify cause and effects.  Analyze Craft and Structure: Development of Ideas  Analyze Craft and Structure: Development of Ideas (RP)</p> <p>STANDARDS RI.9-10.3; I.9-10.4.b</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Cohesion and Clarity Students locate transitional words and phrases.  Author's Style: Transitions  Author's Style: Transitions (RP)</p> <p>Research: Team Report Students write a team report.  Research: Team Report  Research: Team Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: Lessons of Dr. Martin Luther King, Jr.</p> <p>STANDARDS W.9-10.2.c; W.9-10.7; L.9-10.2.a</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary absolute; sheer; adamant</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  Traveling: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  Traveling: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail of the text to research.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: absolute; sheer; adamant</p> <p>Word Study: Etymology  Concept Vocabulary and Word Study  Word Study: Etymology (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Choices: Point of View and Structure Students will analyze author's perspective in the reading.  Analyze Craft and Structure: Author's Choices: Point of View and Structure  Analyze Craft and Structure: Author's Choices: Point of View and Structure (RP)</p> <p>Author's Style: Punctuation</p> | <p>PERFORMANCE TASK</p> <p>Develop a Multimedia Presentation As a group, students develop a multimedia presentation on why some words and actions produce change.</p> <p>Plan with Your Group Students analyze the text, gather evidence and media examples, and organize ideas for the podcast</p> <p>STANDARDS SL.9-10.4</p> |








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| | | <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10: L.9-10.4.a; L.9-10.4.d</p> | <p>Students cite examples of dialogue from the reading.</p> <p> Author's Style: Punctuation</p> <p> Author's Style: Punctuation (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Debate Students debate a question raised by Paley's memoir.</p> <p> Speaking and Listening: Debate</p> <p> Speaking and Listening: Debate (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Traveling</p> <p>STANDARDS RI.9-10.3; RI.9-10.5; SL.9-10.1.c; L.9-10.4.b</p> | |
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| myPerspectives ELL Support | | | | |
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| <p> Word Study: Latin Root: -voc- (RP) (TE p 330)</p> <p> Analyze Craft and Structure: Development of Ideas (RP) (TE p 331)</p> <p>Personalize for Learning English Language Support: Using Cause and Effect (TE p 332)</p> <p> English Language Support Lesson: Cause and Effect (On Realize)</p> | <p> Author's Style: Transitions (RP) (TE p 332)</p> <p> Research: Team Report (RP) (TE p 333)</p> | <p> Audio Summary</p> <p> Traveling: Accessible Leveled Text</p> <p> Analyze the Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 335)</p> | <p> Word Study: Etymology (RP) (TE p 340)</p> <p> Analyze Craft and Structure: Author's Choices: Point of View and Structure (RP) (TE p 341)</p> <p> Author's Style: Punctuation (RP) (TE p 342)</p> <p> Speaking and Listening: Debate (RP) (TE p 343)</p> <p>Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 341)</p> <p>Personalize for Learning English Language Support: Punctuating Dialogue (TE p 342)</p> <p> English Language Support Lesson: Punctuation (On Realize)</p> | |

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| iLit ELL Level D | | | | |
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| <p>iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community A Movement That Changed America</p> <p>Cause and Effect Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 28: Read Aloud, Think Aloud</p> | <p>iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham Children's March Empowering a Community</p> <p>Use Transitions Unit 6 Lesson 5: Whole Group</p> | <p>iLit Library We Shall Overcome Mary McLeod Bethune A Movement That Changed America</p> <p>Research a Topic Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> | <p>iLit Library We Shall Overcome Mary McLeod Bethune A Movement That Changed America</p> <p>Evaluating Author's Viewpoint Unit 2 Lesson 26: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement</p> | <p>Multimedia Presentation Unit 5 Lesson 1-10: Work Time</p> |

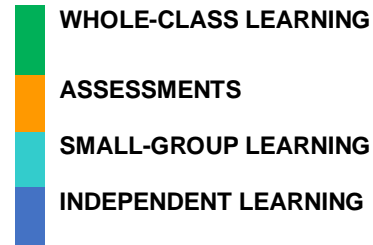
| DAY 26 | DAY 27 | DAY 28 | DAY 29 | DAY 30 |
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| <p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE p 345</p> | <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 346-347</p> | <p>INDEPENDENT LEARNING</p> <p>SE pp 348-350</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 351-353</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 354-355</p> |
| <p>PERFORMANCE TASK</p> <p>Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.5; SL.9-10.6</p> | <p>Essential Question <i>How can words inspire change?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p> Contents</p> | <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> | <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Informative Essay Students evaluate the strength of their evidence.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Informative Essay Students will write an informative essay explaining how words have the power to provoke, calm, or inspire.</p> <p>Informative Text Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.2; W.9-10.2.a; W.9-10.2.b; W.9-10.8; W.9-10.9; W.9-10.10</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Multimedia presentation Students plan and present a brief three- to five-minute multimedia presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6</p> |

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| | | <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p> | | |
| myPerspectives ELL Support | | | | |
| | |  Accessible Leveled Texts for Independent Learning Selections (On Realize) | | |
| iLit ELL Level D | | | | |
| <p>Multimedia Presentation Unit 5 Lesson 1-4: Work Time</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> <p>iLit Library We've Got a Job: The 1963 Birmingham Children's March Empowering a Community A Movement</p> | <p>Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p>Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Draw Conclusions Unit 4 Lesson 11: Whole Group</p> <p>iLibrary All texts</p> | <p>Write an Informative Paragraph Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p>Assignments Unit 2 Lessons 11–15: Write an Informative Paragraph</p> | <p>Multimedia Presentation Unit 5 Lesson 1-10: Work Time</p> |

GRADE 9 | UNIT 4: **Star-Crossed Romances**ESSENTIAL QUESTION: *Do we determine our own destinies?*PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize 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 of star-crossed romances and compare the concepts of free will to the concept of fate.

Unit Goals

Students will be able to:

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

Selections & Media

Launch Text

- Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding (950L)

Whole-Class Learning

- Literature and Culture: *Historical Context*, The Tragedy of Romeo and Juliet
- Anchor Text, Drama: *The Tragedy of Romeo and Juliet*, William Shakespeare (NP)
- Anchor Text, Short Story: *Pyramus and Thisbe*, Ovid, retold by Edith Hamilton (870L)

Small-Group Learning

- Literary Criticism: *Romeo and Juliet is a Terrible Play, and David Leveaux Can't Change That*, Alyssa Rosenberg (1310L)
- Literary Criticism: *In Defense of Romeo and Juliet: It's Not Childish, It's "About" Childishness*, Noah Berlatsky (1100L)
- Journalism: *Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet*, Gordana Sandic-Hadzihasanovic (1000L)

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- Media, Newscast: *Tragic Romeo and Juliet Offers Bosnia Hope*, Nic Robertsonumas

Independent Learning

- Myth: *Popocatepetl and Ixtlaccihuatl*, Juliet gott Wood (1190L)
- Poetry: *Annabel Lee*, Edgar Allan Poe (NP)
- Nonfiction: *What's the Rush?: Young Brains Cause Doomed Love*, Lexi Tucker (1100)
- Graphic Novel: *from William Shakespeare's Romeo and Juliet*, artwork by Eli Neugenboren (NP)
- News Article: *If Romeo and Juliet Had Cell Phones*, Misty Harris (1450L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write a literary criticism to answer this question:
















Should the opinions of other affect our own choices or destinies?

Part 2 – Speaking & Listening: Multimedia Presentation










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

Unit Reflection


Students will reflect on the unit goals, learning strategies, the texts, and if we determine our own destinies.

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|--|--|--|--|--|
| UNIT INTRODUCTION SE pp 356-363 | OVERVIEW Whole-Class Learning SE pp 364-365 | SELECTION Literature and Culture Historical Context The Tragedy of Romeo and Juliet SE pp 366-373 | SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 374-397 | SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 397-399 |
| Unit Goals Students will deepen their understanding of star-crossed romance by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary endure; pathos; compelling; propose; recurrent  Home Connection Letter  Spanish Home Connection Letter  Unit 4 Answer Key Launch Text Students will read “ <i>Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?</i> ” They will then be able to the question: What is the writer’s position, and what evidence supports it? Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. | Essential Question <i>Do we determine our own destinies?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. | LITERATURE AND CULTURE Historical Context Students analyze the key events and characteristics of the time period that led to the Renaissance. Elizabethan England Students read about the Renaissance in England and the Elizabethan World. Theater in Elizabethan England Students explore acting and theater during the Middle Ages. William Shakespeare Students will read a short biography about William Shakespeare. Close Read the Text <ul style="list-style-type: none"> Annotate Question Conclude  Close Read the Text | MAKING MEANING Concept Vocabulary mutiny; transgression; heretics First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection <ul style="list-style-type: none">  Selection Audio  The Tragedy of Romeo and Juliet, Act I: Accessible Text Comprehension Check Students complete comprehension questions. <ul style="list-style-type: none">  The Tragedy of Romeo and Juliet, Act I: First Read Extension Questions Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. <ul style="list-style-type: none">  Close Read the Text Analyze the Text | LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: mutiny; transgression; heretics Word Study: Latin Prefix: -trans- Students complete activities related to the Latin Prefix  Word Study : Latin Prefix: -trans- (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Analyze Craft and Structure: Elements of Drama Students complete activities to analyze dialogue. <ul style="list-style-type: none">  Analyze Craft and Structure: Elements of Drama  Analyze Craft and Structure: Elements of Drama (RP) Author’s Style: Figurative Language |

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| <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p> | | | <p>Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10</p> | <p>Students complete activities locating and marking oxymorons.</p> <p> Author's Style: Figurative Language</p> <p> Author's Style: Figurative Language (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.3; WL.9-10.5; L.9-10.4.b; L.9-10.5.a</p> |
| <p>myPerspectives ELL Support</p> | | | | |
| <p>Personalize for Learning English Language Support: Cognates (TE p 359)</p> | | <p>Personalize for Learning English Language Support: False Cognates (TE p 368)</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 372)</p> | <p> Audio Summary</p> <p> The Tragedy of Romeo and Juliet, Act I</p> <p>Personalize for Learning English Language Support: Complex Syntax (TE p 378)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 380)</p> | <p> Word Study: Latin Prefix: -trans- (RP) (TE p 397)</p> <p> Analyze Craft and Structure: Elements of Drama (RP) (TE 398)</p> <p> Author's Style: Figurative Language (RP) (TE 399)</p> <p>Personalize for Learning English Language Support: Oxymoron (TE p 399)</p> |

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| | | | Personalize for Learning English Language Support: Syntax (TE p 395) |  English Language Support Lesson: Oxymoron (On Realize) |
| iLit ELL Level D | | | | |
| <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Strategy: Compare and Contrast Characters Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p>Vocabulary Meaning (examples) Unit 3 Lessons 2, 3, 4, 7, 8, 9: Vocabulary</p> | <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Strategy: Compare and Contrast Characters Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Multiple- Meaning Words Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Figurative Language (examples) Unit 3 Lesson 5: Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time</p> |



















| DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
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| <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act II William Shakespeare</p> <p>SE pp 400-421</p> | <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act II William Shakespeare</p> <p>SE pp 421-423</p> | <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act III William Shakespeare</p> <p>SE pp 424-447</p> | <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act III William Shakespeare</p> <p>SE pp 447-449</p> | <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act IV William Shakespeare</p> <p>SE pp 450-465</p> |
| <p>MAKING MEANING</p> <p>Concept Vocabulary cunning; counterfeit; confidence</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Tragedy of Romeo and Juliet, Act II: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act II: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: cunning; counterfeit; confidence</p> <p>Word Study: Latin Prefix: counter- Students complete activities related to the Latin Prefix: counter- Concept Vocabulary and Word Study Word Study Latin Prefix: counter- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Poetic Structure Students complete activities to mark stressed syllables in lines of the poem. Analyze Craft and Structure: Poetic Structure</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary exile; banishment; pardon</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Tragedy of Romeo and Juliet, Act III: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act III: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: exile; banishment; pardon</p> <p>Word Study: Latin Prefix: ex- Students complete activities related to the Latin Prefix: ex- Concept Vocabulary and Word Study Word Study Latin Prefix: ex- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Dramatic Structures Students complete activities to analyze Mercutio's dialogue. Analyze Craft and Structure: Dramatic Structures</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary lamentable; distressed; melancholy</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Tragedy of Romeo and Juliet, Act IV: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act IV: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text</p> |

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| <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RLI.9-10.10</p> | <p> Analyze Craft and Structure: Poetic Structure (RP)</p> <p>Speaking and Listening: Dramatic Interpretation Students present an interpretation of a scene.</p> <p> Speaking and Listening: Dramatic Interpretation</p> <p> Speaking and Listening: Dramatic Interpretation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.5; L.9-10.4.b; SL.9-10.6</p> | <p>close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10</p> | <p> Analyze Craft and Structure: Dramatic Structures (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Dual Character Study Students write a dual character study.</p> <p> Writing: Dual Character Study</p> <p> Writing: Dual Character Study (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS L.9-10.4.b; W.9-10.2</p> | <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: lamentable; distressed; melancholy</p> <p>Word Study: Latin Root: -stress- Students complete activities related to the Latin Root: -stress-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study Latin Root: -stress- (RP)</p> <p>Word Network Students identify examples of comic relief.</p> <p>Analyze Craft and Structure: Dramatic Elements Students complete activities to analyze Mercutio's dialogue.</p> |
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| | | | | <p> Analyze Craft and Structure: Dramatic Elements</p> <p> Analyze Craft and Structure: Dramatic Elements (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Classroom Debate Students hold a classroom debate to resolve the question: Is Juliet’s drinking of the potion a brave act or a foolish act?</p> <p> Speaking and Listening: Classroom Debate</p> <p> Speaking and Listening: Classroom Debate (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Tragedy of Romeo and Juliet, Act IV</p> <p>STANDARDS RL.9-10.10; W.9-10.1; SL.9-10.4; L.9-10.4.b; L.9-10.5</p> |
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| <p> Audio Summary</p> <p> The Tragedy of Romeo and Juliet, Act II</p> <p>Personalize for Learning English Language Support: Extended Metaphor (TE p 403)</p> <p>Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 410)</p> <p>Personalize for Learning English Language Support: Context Clues (TE p 418)</p> | <p> Word Study Latin Prefix: <i>counter-</i> (RP) (TE p 421)</p> <p> Analyze Craft and Structure: Poetic Structure (RP) (TE p 422)</p> <p> Speaking and Listening: Dramatic Interpretation (RP) (TE p 423)</p> <p>Personalize for Learning English Language Support: Presenting a Dramatic Interpretation (TE p 423)</p> <p> English Language Support Lesson: Dramatic Interpretation (On Realize)</p> | <p> Audio Summary</p> <p> The Tragedy of Romeo and Juliet, Act III</p> <p>Personalize for Learning English Language Support: Fluency with Reading (TE p 434)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 444)</p> | <p> Word Study Latin Prefix: <i>ex-</i> (RP) (TE p 447)</p> <p> Analyze Craft and Structure: Dramatic Structures (RP) (TE p 448)</p> <p> Writing: Dual Character Study (RP) (TE p 449)</p> <p>Personalize for Learning English Language Support: Modern Foils (TE p 449)</p> <p> English Language Support Lesson: Dramatic Speeches (On Realize)</p> | <p> Audio Summary</p> <p> The Tragedy of Romeo and Juliet, Act IV</p> <p> Word Study Latin Root: <i>-stress-</i> (RP) (TE p 463)</p> <p> Analyze Craft and Structure: Dramatic Elements (RP) (TE p 464)</p> <p> Speaking and Listening: Classroom Debate (RP) (TE p 465)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 459)</p> <p>Personalize for Learning English Language Support: Words with Similar Meanings (TE p 460)</p> <p> English Language Support Lesson: Classroom Debate (On Realize)</p> |

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| iLit ELL Level D | | | | |
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| <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Fluency Unit 4 Lesson 6: Work Time Unit 4 Lesson 30: whole Group</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Characters (examples) Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12, 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time</p> |

| DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
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| <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act V William Shakespeare</p> <p>SE pp 466-481</p> | <p>SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act V William Shakespeare</p> <p>SE pp 482-485</p> | <p>SELECTION Anchor Text Pyramus and Thisbe</p> <p>SE pp 486-493</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 494-496</p> | <p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 497-499</p> |
| <p>MAKING MEANING</p> <p>Concept Vocabulary desperate; meager; misery; penury</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction</p> <p>Read the Selection  Selection Audio  The Tragedy of Romeo and Juliet, Act V: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.  The Tragedy of Romeo and Juliet, Act V: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: desperate; meager; misery; penury</p> <p>Word Study: Word Families Students examine words that relate to the same word family.  Concept Vocabulary and Word Study  Word Study Word Families (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Parallelism Students complete activities recognizing parallel words or phrases.  Conventions: Parallelism  Conventions: Parallelism (RP)</p> <p>Writing to Sources: Persuasive Letter</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary forbidden; steal; tryst</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction</p> <p>Read the Selection  Selection Audio  Pyramus and Thisbe: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  Pyramus and Thisbe First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research other plays or stories inspired by Pyramus and Thibe.</p> <p>Close Read the Text</p> | <p>PERFORMANCE TASK</p> <p>Write an Argument Students write a literary criticism in response to whether destiny or personal choices have a greater impact on a character.</p> <p>PreWriting/Planning Students focus their research and evaluate sources.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.1.a-e; W.9-10.10; L.9-10.3.a</p> | <p>LANGUAGE DEVELOPMENT: CONVENTIONS</p> <p>Supporting Argument: Using Quotations Students revisit passages they would like to include in their essays.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; L.9-10.2.b</p> |












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| <p>Students research whether the Montagues and Capulets were real families.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Tragedy Students identify elements that contribute to the play's tragic ending.</p> <p> Analyze Craft and Structure: Tragedy</p> <p> Analyze Craft and Structure: Tragedy (RP)</p> <p>STANDARDS RL.9-10.3; RL.9.10-5; RL.9-10.10</p> | <p>Students write a persuasive letter to fellow students.</p> <p> Writing to Sources: Persuasive Letter</p> <p> Writing to Sources: Persuasive Letter (RP)</p> <p>Speaking and Listening: Performance Review Students present a performance review of a section of the production listened to.</p> <p> Speaking and Listening: Performance Review</p> <p> Speaking and Listening: Performance Review (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.7; W.9-10.1; SL.9-10.4; L.9-10.1; L.9-10.1.a; L.9-10.5</p> | <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: forbidden; steal; tryst</p> <p>Word Study: Multiple-Meaning Words Students find multiple-meaning words in the text.</p> <p> Word Study: Connotation</p> <p>Word Network Students identify examples of comic relief.</p> <p> Word Network</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare Analytical Essay Students write an essay examining the presentation of the archetypal theme of ill-fated love.</p> <p> Writing to Compare: Analytical Essay</p> | | |
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| | | <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.9; RL.9-10.10; W.9-10.2; W.9-10.9.a; L.9-10.5</p> | | |
| myPerspectives ELL Support | | | | |
| <p> Audio Summary</p> <p> The Tragedy of Romeo and Juliet, Act V</p> <p> Analyze Craft and Structure: Tragedy (RP) (TE p 481)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 471)</p> <p>Personalize for Learning English Language Support: Syntax (TE p 472)</p> <p>Personalize for Learning English Language Support: Understanding Tragic Flaws (TE p 481)</p> <p> English Language Support Lesson: Tragic Flaws (On Realize)</p> | <p> Word Study Word Families (RP) (TE p 482)</p> <p> Conventions: Parallelism (RP) (TE p 483)</p> <p> Writing to Sources: Persuasive Letter (RP) (TE p 484)</p> <p> Speaking and Listening: Performance Review (RP) (TE p 485)</p> | <p> Audio Summary</p> <p> Pyramus and Thisbe: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Using Archetypal Plots (TE p 492)</p> | | <p>Personalize for Learning English Language Support: Paraphrasing Quotations (TE p 497)</p> |



















| iLit ELL Level D | | | | |
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| <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Figurative Language (examples) Unit 3 Lesson 5: Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time</p> | <p>iLit Library Romeo and Juliet Macbeth Hamlet</p> <p>Introduce Drama Unit 3 Lesson 1: Whole Group</p> <p>Recognize Cause and Effect Unit 3 Lesson 8: Read Aloud, Think Aloud</p> <p>Multiple- Meaning Words Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p> | <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 24: Work Time Unit 4 Lesson 33-42: Whole Group; Work Time</p> <p>Assignments (examples) Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p> | <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 24: Work Time Unit 4 Lesson 33-42: Whole Group; Work Time</p> <p>Assignments - Grammar Study Plan Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks</p> |

| DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
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| <p>OVERVIEW Small-Group Learning</p> <p>SE pp 500-503</p> | <p>SELECTION Romeo and Juliet is a Terrible Play: and David Leveaux Can't Change That Alyssa Rosenberg</p> <p>SE pp 504-510</p> | <p>SELECTION Romeo and Juliet is a Terrible Play: and David Leveaux Can't Change That Alyssa Rosenberg</p> <p>SE p 511</p> | <p>SELECTION Romeo and Juliet is a Terrible Play: and David Leveaux Can't Change That Alyssa Rosenberg</p> <p>SE p 512</p> | <p>SELECTION In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness Noah Berlatsky</p> <p>SE p 513</p> |
| <p>Essential Question <i>Do we determine our own destinies?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary intrigued; credulity; indignation</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness: Accessible Leveled Text</p> <p>STANDARDS RI.9-10.10: L.9-10.4.a</p> | <p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness: First Read Extension Questions</p> <p>Research to Explore Students research an interesting topic and formulate a research question.</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: intrigued; credulity; indignation</p> <p>Word Study Latin Root: -cred-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -cred- (RP)</p> <p>Word Network</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Analyze Craft & Structure: Argumentative Text Students will gather information about the arguments the two articles present.</p> <p> Analyze Craft and Structure: Argumentative Text</p> <p> Analyze Craft and Structure: Argumentative Text (RP)</p> <p>STANDARDS RI.9-10.8; PI.10.a</p> |







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| | | | Students add new words to their Word Network as they read texts in the unit. STANDARDS L.9-10.4.b | |
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| |  Audio Summary  Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 507) |  English Language Support Lesson: Criticism (On Realize) |  Word Study: Latin Root: -cred- (RP) (TE p 512) |  Analyze Craft and Structure: Argumentative Text (RP) (TE p 513) Personalize for Learning English Language Support: Evaluating an Argument (TE p 513) |
| iLit ELL Level D | | | | |
| Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Make a Claim for an Argument Unit 6 Lesson 23: Whole Group |

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| DAY 21 | DAY 22 | DAY 23 | DAY 24 | DAY 25 |
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| <p>SELECTION In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness</p> <p>SE p 514</p> | <p>SELECTION In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness</p> <p>SE p 515</p> | <p>SELECTION Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet Gordana Sandic-Hadzihanovic</p> <p>SE pp 516-521</p> | <p>SELECTION Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet Gordana Sandic-Hadzihanovic</p> <p>SE pp 521-523</p> | <p>SELECTION Tragic Romeo and Juliet offers Bosnia Hope Nic Robertson</p> <p>SE pp 524-529</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Organization Students identify the transitions in each passage.</p> <p> Author's Style: Organization</p> <p> Author's Style: Organization (RP)</p> <p>STANDARDS RI.9-10.3; W.9-10.2.c</p> | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Criticisms Students write their own criticisms about creative works.</p> <p> Writing to Sources: Criticisms</p> <p> Writing to Sources: Criticisms (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness</p> <p>STANDARDS RI.9-10.8; W.9-10.1.a</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary besieged; surrounding; intervened</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: First Read Extension Questions</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: besieged; surrounding; intervened</p> <p>Word Study Latin Prefix: inter-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: inter- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Journalism Students will analyze various elements of a feature article.</p> <p> Analyze Craft and Structure: Journalism</p> <p> Analyze Craft and Structure: Journalism (RP)</p> <p>Conventions: Phrases Students practice revising sentences to strengthen writing.</p> | <p>MAKING MEANING</p> <p>Media Vocabulary human Interest Story; establishing shot; reporter stand-ups; montage</p> <p>First Review Students Watch Note, Connect, Respond as they watch the video.</p> <p> First Review Guide: Media Video</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p> Tragic Romeo and Juliet offers Bosnia Hope</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will watch the video again and write down new observations.</p> <p> Close-Review Guide: Media-Video</p> <p>Analyze the Media Students will respond to questions about the video.</p> |

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| | | <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10: L.9-10.4.b</p> | <p> Conventions: Phrases</p> <p> Conventions: Phrases (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.5; L.9-10.1.b; L.9-10.4.b; L.9-10.4.d; PII.3</p> | <p>LANGUAGE DEVELOPMENT:</p> <p>Media Vocabulary Students complete activities related to the media Vocabulary words: human interest Story; establishing shot; reporter stand-ups; montage</p> <p> Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Argument Students write a compare and contrast essays about journalism.</p> <p> Writing to Sources: Argument</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.7; W.9-10.1; L.9-10.6</p> |
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|  Author's Style: Organization (RP) (TE p 514) |  Writing to Sources: Criticisms (RP) (TE p 515) |  Audio Summary  Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: Accessible Leveled Text |  Word Study: Latin Prefix: <i>inter-</i> (RP) (TE p 521)  Analyze Craft and Structure: Journalism (RP) (TE p 522)  Conventions: Phrases (RP) (TE p 523) Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 523)  English Language Support Lesson: Absolute Phrases (On Realize) | |
| iLit ELL Level D | | | | |
| iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Analyze Text Structure Unit 6 Lesson 40: Whole Group | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Assignments - Grammar Study Plan Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement | iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time |

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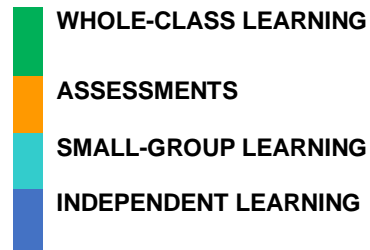
| DAY 26 | DAY 27 | DAY 28 | DAY 29 | DAY 30 |
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| <p>PERFORMANCE TASK: Speaking and Listening Focus Present an Argument</p> <p>SE pp 530-531</p> | <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 532-533</p> | <p>INDEPENDENT LEARNING</p> <p>SE pp 534-536</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 537-539</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 540-541</p> |
| <p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present an Argument Students will develop a presentation that addresses the question: What is compelling about stories in which people face a tragic destiny?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5</p> | <p>Essential Question <i>How do we determine our own destinies?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p> | <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> | <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argument in the form of a literary criticism that addresses the question of whether the opinions of others should affect their own choices.</p> <p>Literary Criticism Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.1.a; W.9-10.1.b; W.9-10.10.b; W-9.10</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Multimedia presentation Students plan and present a brief three- to five-minute multimedia presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6</p> |

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| | | <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10</p> | | |
| myPerspectives ELL Support | | | | |
| | |  Accessible Leveled Texts for Independent Learning Selections (On Realize) | | |
| iLit ELL Level D | | | | |
| <p>Present an Argumentative Essay Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> | <p>Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p>Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Draw Conclusions Unit 4 Lesson 11: Whole Group</p> <p>iLibrary All texts</p> | <p>Argumentative Writing Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 24: Work Time Unit 4 Lesson 33-42: Whole Group; Work Time</p> <p>Assignments (examples) Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p> | <p>Multimedia Presentation Unit 5 Lesson 1-4: Work Time</p> |

GRADE 9 | UNIT 5: **Journeys of Transformation**ESSENTIAL QUESTION: *What can we learn from a journey?*PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

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

Unit 5 Overview

In this unit, students will read about and discover how people are transformed.

Unit Goals

Students will be able to:

- Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve 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

- Gone and Back Again: A Traveler's Advice (830L)

Whole-Class Learning

- Literature and Culture: Historical Context, *the Odyssey*
- Anchor Text, Epic Poem: *from The Odyssey, Part 1*, Homer, translated by Robert Fitzgerald (NP)
- Anchor Text, Epic Poem: *from The Odyssey, Part 2*, Homer, translated by Robert Fitzgerald (NP)
- Media, Graphic Novel: *from The Odyssey: A Graphic Novel*, Gareth Hinds
- Functional Workplace Document: *Application for a Mariner's License*, United States Government

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Small-Group Learning

- Short Story: *The Return*, Ngugi wa Thiong'o (670L)
- Interview, from *The Hero's Adventure*, Joseph Campbell and Bill Moyers (1200L)
- Poetry: *Courage*, Anne Sexton (NP)
- Poetry: *Ithaka*, C.P. Cavafy (NP)
- Poetry: from *The Narrow Road of the Interior*, Gregory Djanikian (1210L)

Independent Learning

- Poetry: *The Road Not Taken*, Robert Frost (NP)
- Poetry: *Your World*, Georgia Douglas Johnson (NP)
- Short Story: *The Ugly Duckling*, Hans Christian Andersen (1020L)
- Media, Photo Essay: *Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature is*, Brianna Elliott
- Memoir: from *Wild*, Cheryl Strayed (1180L)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic:















When does the journey matter more than the destination?

Part 2 – Speaking & Listening: Multimedia Presentation









Students use their essay as the foundation for a brief three- to five-minute presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what can be learned from a journey.

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
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| <p>UNIT INTRODUCTION</p> <p>SE pp 542-549</p> | <p>OVERVIEW Whole-Class Learning</p> <p>SE pp 550-551</p> | <p>SELECTION Literature and Culture Historical Context The Odyssey</p> <p>SE pp 552-557</p> | <p>SELECTION Anchor Text from The Odyssey, Part 1 Homer</p> <p>SE pp 558-591</p> | <p>SELECTION Anchor Text from The Odyssey, Part 1 Homer</p> <p>SE pp 591-592</p> |
| <p>Unit Goals Students will deepen their understanding of star-crossed romance by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary endure; pathos; compelling; propose; recurrent</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 5 Answer Key</p> <p>Launch Text Students will read “<i>Gone and Back Again: A Traveler’s Advice</i>”. They will then be able to determine if the order in which the details appear help the reader understand the thesis.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> | <p>Essential Question <i>What can we learn from a journey?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> | <p>LITERATURE AND CULTURE</p> <p>Historical Context Students analyze a brief history of ancient Greece and Greek mythology and customs.</p> <p>Homer, Epic Poet Students discuss the existence of Homer and whether it matters.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary plundered; fugitives; avenge; dispatched; ventured; tactics</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from The Odyssey, Part 1: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from The Odyssey, Part 1: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research one of the locations mentioned in the poem.</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: plundered; fugitives; avenge; dispatched; ventured; tactics</p> <p>Word Study: Word Parts Students complete activities related to Word Parts.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Word Parts (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft and Structure: Oral Tradition Students complete activities to analyze dialogue.</p> <p> Analyze Craft and Structure: Oral Tradition</p> <p> Analyze Craft and Structure: Oral Tradition (RP)</p> <p>STANDARDS L.9-10.4.b; L.9-10.5</p> |

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| <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: When does the journey matter more than the destination?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p> | | | <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10</p> | |
| myPerspectives ELL Support | | | | |
| <p>Personalize for Learning English Language Support: Cognates (TE p 545)</p> | | <p>Personalize for Learning English Language Support: Syntax (TE p 556)</p> | <p> Audio Summary</p> <p> from The Odyssey, Part 1: Accessible Text</p> <p>Personalize for Learning English Language Support: False Cognates (TE p 572)</p> <p>Personalize for Learning English Language Support: Describing Characters (TE p 575)</p> <p>Personalize for Learning English Language Support:</p> | <p> Word Study: Word Parts (RP) (TE p 591)</p> <p> Analyze Craft and Structure Oral Tradition (RP) (TE 592)</p> <p>Personalize for Learning English Language Support: Discussing Oral tradition (TE p 592)</p> <p> English Language Support Lesson: Oral Tradition (On Realize)</p> |

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| | | | <p>Domain-Specific Vocabulary (TE p 576)</p> <p>Personalize for Learning English Language Support: Dependent Clauses (TE p 578)</p> | |
| iLit ELL Level D | | | | |
| <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Characters (examples) Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> |



| DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
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| <p>SELECTION Anchor Text from The Odyssey, Part 1 Homer</p> <p>SE p 593</p> | <p>SELECTION Anchor Text from The Odyssey, Part 2 Homer</p> <p>SE pp 594-618</p> | <p>SELECTION Anchor Text from The Odyssey, Part 2 Homer</p> <p>SE pp 619-621</p> | <p>SELECTION Anchor Text from The Odyssey, Part 2 Homer</p> <p>SE pp 622-623</p> | <p>SELECTION from the Odyssey, A Graphic Novel Gareth Hinds</p> <p>SE pp 624-630</p> |
| <p>Speaking and Listening: Conversation Students deliver a conversation among ordinary Greeks discussing Odysseus' exploits.</p> <p> Speaking and Listening: Conversation</p> <p> Speaking and Listening: Conversation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: from The Odyssey, Part 1</p> <p>STANDARDS SL.9-10.1; SL.9-10.1.a; SL.9-10.1.b</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary craft; dissemble; incredulity; bemusing; guise; deceived</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from The Odyssey, Part 2: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from The Odyssey, Part 2: First Read Extension Questions</p> <p>Research to Explore Students research other works by Homer.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p> | <p>MAKING MEANING</p> <p>Analyze Craft and Structure: Figurative Language Students compare similes.</p> <p> Analyze Craft and Structure: Figurative Language</p> <p> Analyze Craft and Structure: Figurative Language (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: craft; dissemble; incredulity; bemusing; guise; deceived</p> <p>Word Study: Latin Root: -sem-, -sim- Students complete activities related to the Latin roots -sem-, -sim-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study Latin Root: -sem-, -sim- (RP)</p> <p>Word Network</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Writing to Sources: Biography Students write a short biography of Odysseus.</p> <p> Writing to Sources: Biography</p> <p> Writing to Sources: Biography (RP)</p> <p>Speaking and Listening: Debate Students conduct a debate to decide whether Odysseus should be prosecuted for murder.</p> <p> Speaking and Listening: Debate</p> <p> Speaking and Listening: Debate (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: from The Odyssey, Part 2</p> | <p>MAKING MEANING</p> <p>Media Vocabulary panel; splash; tier; gutter; caption; speech bubble</p> <p>First Review Students Look, Note, Connect, Respond as they read the graphic novel.</p> <p> First Review Guide: Media Art/Photography</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p> from the Odyssey, A Graphic Novel: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research a mythological being.</p> <p>STANDARDS RL.9-10.10; L.9-10.6</p> |

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| | <p>close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10</p> | <p>Students add new words to their Word Network as they read texts in the unit.</p> <p>Author's Style: Word Order Students analyze words and phrases not in predictable order.</p> <p> Author's Style: Word Order</p> <p> Author's Style: Word Order (RP) (TE p 621)</p> <p>STANDARDS RL.9-10.6; L.9-10.1; L.9-10.3; L.9-10.4.b</p> | <p>STANDARDS W.9-10.4; SL.9-10.1; SL.9-10.3</p> | |
| myPerspectives ELL Support | | | | |
| <p> Speaking and Listening: Conversation (RP) (TE 593)</p> | <p> Audio Summary</p> <p> from The Odyssey, Part 2</p> <p>Personalize for Learning English Language Support: Idioms (TE p 596)</p> <p>Personalize for Learning English Language Support: Unfamiliar Words (TE p 605)</p> <p>Personalize for Learning English Language Support: Imperative Mood (TE p 614)</p> | <p> Analyze Craft and Structure: Figurative Language (RP) (TE p 619)</p> <p> Word Study Latin Root: -sem-, -sim- (RP) (TE p 620)</p> <p> Author's Style: Word Order (RP) (TE p 621)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 619)</p> | <p> Writing to Sources: Biography (RP) (TE p 622)</p> <p> Speaking and Listening: Debate (RP) (TE p 623)</p> <p>Personalize for Learning English Language Support: Planning a Biography (TE p 622)</p> <p> English Language Support Lesson: Biography (On Realize)</p> <p>Personalize for Learning English Language Support: Research for Oral Presentation (TE p 623)</p> | <p> Audio Summary</p> <p> from The Odyssey, A Graphic Novel</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 628)</p> |



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| iLit ELL Level D | | | | |
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| <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Vocabulary Meaning (examples) Unit 3 Lessons 2, 3, 4, 7, 8, 9: Vocabulary</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Use Prefixes and Suffixes Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Research a Topic Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Multiple- Meaning Words Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p> |

| DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
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| <p>SELECTION from the Odyssey, A Graphic Novel Gareth Hinds</p> <p>SE p 631</p> | <p>SELECTION from the Odyssey, A Graphic Novel Gareth Hinds</p> <p>SE p 632-633</p> | <p>SELECTION Application for a Mariner’s License</p> <p>SE pp 634-639</p> | <p>PERFORMANCE TASK: WRITING FOCUS Explanatory Essay</p> <p>SE pp 640-642</p> | <p>PERFORMANCE TASK: WRITING FOCUS Explanatory Essay</p> <p>SE pp 643-645</p> |
| <p>MAKING MEANING</p> <p>Close Review Students will review the splash and answer question.</p> <p> Close Review Guide: Graphic Novel</p> <p>Analyze the Media Students will respond to questions about the graphic novel.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT:</p> <p>Media Vocabulary Students complete activities related to the media Vocabulary words: panel; tier; caption; splash; gutter; speech bubble</p> <p> Media Vocabulary</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.9-10.6</p> | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Review Students write a review of a graphic novel.</p> <p> Writing to Compare: Review</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from The Odyssey, Part 2 and from the Odyssey, A Graphic Novel</p> <p>STANDARDS RL.9-10.7; RL.9-10.9; W.9-10.1.a; W.9-10.9.a</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary forbidden; steal; tryst</p> <p>First Review Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Review Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Application for a Mariner’s License: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Application for a Mariner’s License: First Read Extension Questions</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> | <p>PERFORMANCE TASK</p> <p>Write an Explanatory Essay Students write an essay on how personal strengths and weaknesses are magnified during a journey at sea.</p> <p>PreWriting/Planning Students focus their research and evaluate sources.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.2.a-f; W.9-10.10</p> | <p>LANGUAGE DEVELOPMENT: AUTHOR’S STYLE</p> <p>Check for Accuracy: Using a Dictionary and Thesaurus Students use dictionaries and thesauruses to improve writing.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their explanatory essays.</p> <p>STANDARDS W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.4; L.9-10.2.c; L.9-10.4.c</p> |













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| | | <p> Close-Read Guide: Functional Document</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Job Application Students complete a job application for a mariner’s license.</p> <p> Writing to Sources: Job Application</p> <p>Speaking and Listening: Job Interview Students role-play a job interview.</p> <p> Speaking and Listening: Job Interview</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.1; RI.9-10.5.a; L.9-10.6</p> | | |
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| myPerspectives ELL Support | | | | |
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| | |  Audio Summary  Application for a Mariner's License Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 637) Personalize for Learning English Language Support: Taking Notes (TE p 639) | | Personalize for Learning English Language Support: Vocabulary Acquisition (TE p 643) |
| iLit ELL Level D | | | | |
| iLit Library The Odyssey The Iliad Greek Myths | iLit Library The Odyssey The Iliad Greek Myths Compare and Contrast Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lesson 29: Whole Group; Work Time | iLit Library The Odyssey The Iliad Greek Myths Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group <u>Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time | Write an Explanatory Paragraph Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 27–29, 32–35, 38–39, 42–43: Write an Explanatory Essay Assignments (examples) Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay | Write an Explanatory Paragraph Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 27–29, 32–35, 38–39, 42–43: Write an Explanatory Essay Assignments (examples) Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay |
























| DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
|--|---|--|--|---|
| <p>OVERVIEW Small-Group Learning</p> <p>SE pp 646-649</p> | <p>SELECTION The Return Ngugi wa Thiong'o</p> <p>SE pp 650-656</p> | <p>SELECTION The Return Ngugi wa Thiong'o</p> <p>SE pp 656-657</p> | <p>SELECTION The Return Ngugi wa Thiong'o</p> <p>SE pp 658-659</p> | <p>SELECTION from The Hero's Adventure from The Power of Myth Joseph Campbell and Bill Moyers</p> <p>SE pp 660-664</p> |
| <p>Essential Question <i>What can we learn from a journey?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary sprawling; serpentine; compact</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Return: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Return: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: sprawling; serpentine; compact</p> <p>Word Study: Latin Suffix -ine</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix -ine (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Plot Devices Students will analyze elements of foreshadowing and situational irony.</p> <p> Analyze Craft and Structure: Plot Devices</p> <p> Analyze Craft and Structure: Plot Devices (RP)</p> <p>STANDARDS RL.9-10.5; RL.9-10.6; L.9-10.4.b; L.9-10.5</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Active and Passive voice Students read and analyze verbs and phrases in the active and passive voice.</p> <p> Conventions: Active and Passive Voice</p> <p> Conventions: Active and Passive Voice (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Chat Board Students write a chat post.</p> <p> Writing to Sources: Chat Board</p> <p> Writing to Sources: Chat Board (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Return</p> <p>STANDARDS W.9-10.2; L.9-10.1</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary infantile; psyche; dependency</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from The Hero's Adventure: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from The Hero's Adventure: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the</p> |

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| | <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4; L.9-10.4.b</p> | | | <p>close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RI.9-10.10; L.9-10.4.a</p> |
| myPerspectives ELL Support | | | | |
| | <p> Audio Summary</p> <p> The Return: Accessible Leveled Text</p> | <p> Word Study: Latin Suffix: <i>-ine</i> (RP) (TE p 656)</p> <p> Analyze Craft and Structure: Plot Devices (RP) (TE p 657)</p> <p>Personalize for Learning English Language Support: Sentence Starters (TE p 657)</p> | <p> Conventions: Active and Passive Voice (RP) (TE p 658)</p> <p> Writing to Sources: Chat Board (RP) (TE p 659)</p> <p>Personalize for Learning English Language Support: Using Active and Passive Voice (TE p 658)</p> <p> English Language Support Lesson: Active and Passive Voice (On Realize)</p> | <p> Audio Summary</p> <p> from The Hero's Adventure: Accessible Leveled Text</p> |

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| iLit ELL Level D | | | | |
|---|--|--|---|--|
| <p>Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>iLit Library Journey of a Lost Boy Lost Boy, Lost Girl</p> <p>Text: "Challenges in Bangladesh" Unit 4 Lesson 5, 7</p> | <p>iLit Library Journey of a Lost Boy Lost Boy, Lost Girl</p> <p>Text: "Challenges in Bangladesh" Unit 4 Lesson 5, 7</p> <p>Use Prefixes and Suffixes (examples) Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 6: Vocabulary; Work Time</p> | <p>iLit Library Journey of a Lost Boy Lost Boy, Lost Girl</p> <p>Text: "Challenges in Bangladesh" Unit 4 Lesson 5, 7</p> <p>Teacher Resources Language Conventions Practice: Identifying the Active and Passive Voice, 56–57; Using Active and Passive Voice, 58</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Research a Topic Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> |










| DAY 21 | DAY 22 | DAY 23 | DAY 24 | DAY 25 |
|---|---|--|--|--|
| <p>SELECTION from The Hero's Adventure from The Power of Myth Joseph Campbell and Bill Moyers</p> <p>SE pp 664-665</p> | <p>SELECTION from The Hero's Adventure from The Power of Myth Joseph Campbell and Bill Moyers</p> <p>SE pp 666-667</p> | <p>SELECTION Courage Anne Sexton</p> <p>Ithaka C.P. Cavafy</p> <p>from The Narrow Road of the Interior</p> <p>SE pp 668-678</p> | <p>SELECTION Courage Anne Sexton</p> <p>Ithaka C.P. Cavafy</p> <p>from The Narrow Road of the Interior</p> <p>SE pp 678-679</p> | <p>SELECTION Courage Anne Sexton</p> <p>Ithaka C.P. Cavafy</p> <p>from The Narrow Road of the Interior</p> <p>SE pp 680-681</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: infantile; psyche; dependency</p> <p>Word Study: Etymology: Greek Names  Concept Vocabulary and Word Study  Word Study: Greek Names (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Development of Ideas Students will analyze various elements of a feature article.  Analyze Craft and Structure: Development of Ideas  Analyze Craft and Structure: Development of Ideas (RP)</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Gerunds and Gerund Phrases Students practice identifying gerund phrases and functions.  Conventions: Gerunds and Gerund Phrases (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Multimedia Presentation Students create a presentation on the theme of heroes.  Research: Multimedia Presentation  Research: Multimedia Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: The Hero's Adventure</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary awesome; destined; eternal</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Poetry</p> <p>Read the Selection  Selection Audio  Courage/Ithaka/from The Narrow Road of the Interior: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.  Courage/Ithaka/from The Narrow Road of the Interior: First Read Extension Questions</p> <p>Research to Explore Students research a location mentioned in the poem.</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: awesome; destined; eternal</p> <p>Word Study: Old English Suffix –some  Concept Vocabulary and Word Study  Word Study: Old English Suffix –some (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Figurative Language Students will analyze metaphors or similes from the poems.  Analyze Craft and Structure: Figurative Language  Analyze Craft and Structure: Figurative Language (RP)</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Point of View Students practice identifying point of view in the poems.  Author's Style: Point of View  Author's Style: Point of View (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Group Discussion Students explore ideas expressed in the poems.  Speaking and Listening: Group Discussion  Speaking and Listening: Group Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.   Selection Test: Poetry Collection 1</p> |

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| <p>STANDARDS RI.9-10.3; L.9-10.4.c; L.9-10.5</p> | <p>STANDARDS W.9-10.7; W.9-10.9; L.9-10.1; L.9-10.1.b</p> | <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a; L.9-10.4.d</p> | <p>STANDARDS L.9-10.4.b; I.9-10.5</p> | <p>STANDARDS RL.9-10.4; SL.9-10.1; L.9-10.1</p> |
| <p>myPerspectives ELL Support</p> | | | | |
| <p> Word Study: Greek Names (RP) (TE p 664)</p> <p> Analyze Craft and Structure: Development of Ideas (RP) (TE p 665)</p> <p> English Language Support Lesson: Analyze Craft and Structure (On Realize) Personalize for Learning English Language Support: Writing Interview Questions (TE p 665)</p> | <p> Conventions: Gerunds (RP) (TE p 666)</p> <p> Research: Multimedia Presentation (RP) (TE p 667)</p> | <p> Audio Summary</p> <p> Courage/Ithaka/from The Narrow Road of the Interior</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 674)</p> | <p> Word Study: Old English Suffix <i>-some</i> (RP) (TE p 678)</p> <p> Analyze Craft and Structure: Figurative Language (RP) (TE p 679)</p> <p>Personalize for Learning English Language Support: Figurative Language (TE p 679)</p> | <p> Author's Style: Point of View (RP) (TE p 680)</p> <p> Speaking and Listening: Group Discussion (RP) (TE p 681)</p> <p>Personalize for Learning English Language Support: Considering Different Points of View (TE p 680)</p> <p> English Language Support Lesson: Point of View (On Realize)</p> |

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| iLit ELL Level D | | | | |
|---|--|--|--|---|
| <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> | <p>iLit Library The Odyssey The Iliad Greek Myths</p> <p>Multimedia Presentation Unit 5 Lessons 1–10</p> | <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> | <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> | <p>Evaluating Author's Viewpoint Unit 6 Lesson 36: Work Time</p> |

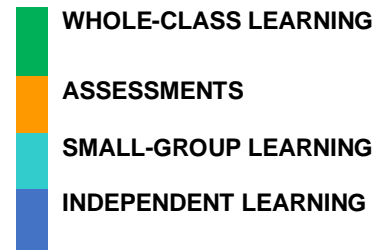
| DAY 26 | DAY 27 | DAY 28 | DAY 29 | DAY 30 |
|---|---|---|--|--|
| <p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE pp 682-683</p> | <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 684-685</p> | <p>INDEPENDENT LEARNING</p> <p>SE pp 686-688</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 689-691</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 692-693</p> |
| <p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present an Multimedia Presentation Students will develop a presentation that addresses the question: What different types of journeys are there, and how can they transform someone?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6</p> | <p>Essential Question <i>What can we learn from a Journey?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p>  Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p> | <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> | <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Explanatory Essay Students will write an essay exploring when the journey might matter more than the destination.</p> <p>Explanatory Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.2; W.9-10.10</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Podcast After completing the essay, students develop a brief three- to five-minute podcast.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.4; SL.9-10.4.a</p> |

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| | | <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p> | | |
| myPerspectives ELL Support | | | | |
| | |  Accessible Leveled Texts for Independent Learning Selections (On Realize) | | |
| iLit ELL Level D | | | | |
| <p>Multimedia Presentation Unit 5 Lesson 1-4: Work Time</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> | <p>Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p>Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Draw Conclusions Unit 4 Lesson 11: Whole Group</p> <p>iLibrary All texts</p> | <p>Write an Explanatory Paragraph Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 27–29, 32–35, 38–39, 42–43: Write an Explanatory Essay</p> <p>Assignments (examples) Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay</p> | <p>Multimedia Presentation Unit 5 Lesson 1-10: Work Time</p> |

GRADE 9 | UNIT 6: **World's End**ESSENTIAL QUESTION: *Why do we try to imagine the future?*PERFORMANCE BASED ASSESSMENT: **Narrative**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize 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 about and discover many examples about people imagining how the world might end.

Unit Goals

Students will be able to:

- Evaluate written narratives by analyzing how authors craft their stories.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative to convey an experience or even using effective techniques, well-chosen details, and well-structured sequences.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Dream's Winter (520L)

Whole-Class Learning

- Anchor Text, Short Story: *By the Waters of Babylon*, Stephen Vincent Bener (810L)
- Anchor Text, Short Story: *There Will Come Soft Rains*, Ray Bradbury (920L)

Small-Group Learning

- Magazine Article: *The Nuclear Tourist*, George Johnson (1130L)
- Poetry Collection 1: *the beginning of the end of the world*, Lucille Clifton (NP)

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- Poetry Collection 1: *The Powwow at the End of the World*, Sherman Alexie (NP)
- Poetry Collection 1: *A Song on the End of the World*, Czeslaw Milosz (NP)
- Media, Radio Broadcast: *from Radio lab: War of the Worlds*, NPR
- Magazine Article: *The Myth of the War of the Worlds Panic*, Jefferson Pooley and Michael Socolow (1280L)

Independent Learning

- Government Website Article: *Preparedness 101: Zombie Apocalypse*, Ali S. Khan (1310L)
- New Article: *The Secret Bunker Congress Never Used*, NPR (1110L)
- Media, Image Gallery: *The End of the World Might Just Look Like This*, Megan Gambino (1020L)
- Poetry Collection 2: *Fire and Ice*, Robert Frost (NP)
- Poetry Collection 2: *Perhaps the World Ends Here*, Joy Harjo (NP)
- Media, Newscast: *A Visit to the Doomsday Vault*, 60 Minutes

Performance-Based Assessment

Part 1 – Writing to Sources: Narrative

Students will write a narrative on the following topic:














Which matters more – the present or the future?

Part 2 – Speaking & Listening: Dramatic Reading








After completing the final draft of their writing, students will record a dramatic reading of their narrative.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, the end of the world, and imagining the future.

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|---|--|--|--|---|
| UNIT INTRODUCTION SE pp 694-701 | OVERVIEW Whole-Class Learning SE pp 702-703 | SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet SE pp 704-715 | SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet SE p 715 | SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet SE pp 716-717 |
| Unit Goals Students will deepen their understanding of star-crossed romance by reading, writing, speaking, listening, and presenting.  Unit Goals Video Academic Vocabulary innovate; technique; depiction; introspective; conjecture  Home Connection Letter  Spanish Home Connection Letter  Unit 6 Answer Key Launch Text Students will read “ <i>Dream’s Winter</i> ”. They will then be able to determine if the order in which the details appear help the reader understand the thesis. Word Network Students add new words to their Word Network as they read texts in the unit.  Word Network Summary Students write a summary of the Launch Text. | Essential Question <i>Why do we try to imagine the future?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. | MAKING MEANING Concept Vocabulary purified; bade; stern; fasting; customs; summoned First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Fiction Read the Selection <ul style="list-style-type: none">  Selection Audio  from By the Waters of Babylon, Part 1: Accessible Leveled Text STANDARDS RL.9-10.10 | MAKING MEANING Comprehension Check Students complete comprehension questions.  By the Waters of Babylon: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. Research to Explore Students research to find out more about the Spanish Civil War and how it influenced Benet’s story. STANDARDS RL.9-10.10 | MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze Craft and Structure: Narrative Elements Students complete activities to analyze dialogue.  Analyze Craft and Structure: Narrative Elements  Analyze Craft and Structure: Narrative Elements (RP) STANDARDS RL.9-10.1; RL.9-10.5 |










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| <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: Which matters more – the present or the future?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p> <p>STANDARDS L.9-10.6</p> | | | | |
| <p>myPerspectives ELL Support</p> | | | | |
| <p>Personalize for Learning English Language Support: Cognates (TE p 697)</p> | <p> Audio Summary</p> <p> I Have a Dream</p> | <p> Audio Summary</p> <p> from By the Waters of Babylon: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 710)</p> <p>Personalize for Learning English Language Support: Simile (TE p 713)</p> | | <p> Analyze Craft and Structure: Narrative Elements (RP) (TE p 717)</p> <p>Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 717)</p> |











| iLit ELL Level D | | | | |
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| <p>Summarize (examples) Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> | <p>Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>Virtual War (science fiction) Unit 2 Lesson 35</p> <p>iLit Library Science Fiction Selections Space Cadet Moonface Three Moons</p> <p>Figurative Language (examples) Unit 3 Lesson 5: Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p> | <p>Virtual War (science fiction) Unit 2 Lesson 35</p> <p>iLit Library Science Fiction Selections Space Cadet Moonface Three Moons</p> <p>Research a Topic Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> | <p>Virtual War (science fiction) Unit 2 Lesson 35</p> <p>iLit Library Science Fiction Selections Space Cadet Moonface Three Moons</p> <p>Analyze Character and Plot Development Unit 2 Lesson 11: Whole Group</p> |

| DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
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| <p>SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet</p> <p>SE p 718</p> | <p>SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet</p> <p>SE pp 719-720</p> | <p>SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet</p> <p>SE p 721</p> | <p>SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury</p> <p>SE pp 722-729</p> | <p>SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury</p> <p>SE pp 730-731</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: purified; stern; customs; bade; fasting; summoned</p> <p>Word Study: Word Families Students complete activities related to Word Parts. Concept Vocabulary and Word Study Word Study: Word Families (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.9-10.4.b; L.9-10.5</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Character Development Students analyze how the author uses elements of punctuation, diction, and syntax to develop character. Author's Style: Character Development Author's Style: Character Development (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Sequel Students compare similes. Writing to Sources: Sequel Writing to Sources: Sequel (RP)</p> <p>STANDARDS RL.9-10.3; W.9-10.3; W.9-10.3.b; L.9-10.2</p> | <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Multimedia Timeline Students create and present a timeline of the story. Speaking and Listening: Multimedia Timeline Speaking and Listening: Multimedia Timeline (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: By the Waters of Babylon</p> <p>STANDARDS SL.9-10.2; SL.9-10.4; SL.9-10.5</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary chimed; attending; delicately; fluttered; manipulated; tremulous</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio There Will Come Soft Rains: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. There Will Come Soft Rains: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p> | <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Setting Students analyze examples of personification. Analyze Craft and Structure: Setting Analyze Craft and Structure: Setting (RP)</p> <p>STANDARDS RL.9-10.4; RL.9-10.5; L.9-10.5</p> |





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| | | | Students research modern “smart houses”. | |
| STANDARDS RL.9-10.10 | | | | |
| myPerspectives ELL Support | | | | |
|  Word Study: Word Families (RP) (TE p 718) |  Author’s Style: Character Development (RP) (TE p 719)  Writing to Sources: Sequel (RP) (TE p 720) Personalize for Learning English Language Support: Sentence Starters (TE p 719) |  Speaking and Listening: Multimedia Timeline (RP) (TE p 721) Personalize for Learning English Language Support: Creating a Timeline (TE p 721)  English Language Support Lesson: Multimedia Timeline (On Realize) |  Audio Summary  There Will Come Soft Rains: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 725) |  Analyze Craft and Structure: Setting (RP) (TE p 731) Personalize for Learning English Language Support: Identify Setting and Personification (TE p 731)  English Language Support Lesson: Setting (On Realize) |
| iLit ELL Level D | | | | |
| Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons Word Families Unit 2 Lessons 7: Vocabulary Unit 2 Lessons 12: Vocabulary | Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons Characters (examples) Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time | Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons | Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons Figurative Language (examples) Unit 3 Lesson 5: Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time | Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons Visualize Characters and Settings Unit 2 Lesson 5: Whole Group |

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| DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
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| <p>SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury</p> <p>SE p 732</p> | <p>SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury</p> <p>SE p 733</p> | <p>SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury</p> <p>SE pp 734-735</p> | <p>PERFORMANCE TASK: WRITING FOCUS Narrative Essay</p> <p>SE pp 736-738</p> | <p>PERFORMANCE TASK: WRITING FOCUS Narrative Essay</p> <p>SE pp 739-741</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: chimed; attending; delicately; fluttered; manipulated; tremulous</p> <p>Word Study: Latin Root: -man- Students complete activities related to the Latin root -man-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -man- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.9-10.4.b; L.9-10.4.d</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Parallelism Students analyze types of parallel elements.</p> <p> Author's Style: Parallelism</p> <p> Author's Style: Parallelism (RP)</p> <p>STANDARDS L.9-10.1; L.9-10.1.a</p> | <p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Short Story Students write a short story.</p> <p> Writing to Sources: Short Story</p> <p> Writing to Sources: Short Story (RP)</p> <p>Speaking and Listening: Oral Recitation Students deliver a presentation of the Sara Teasdale Poem.</p> <p> Speaking and Listening: Oral Recitation</p> <p> Speaking and Listening: Oral Recitation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: There Will Come Soft Rains</p> <p>STANDARDS W.9-10.3; W.9-10.3.d; SL.9-10.4.b</p> | <p>PERFORMANCE TASK</p> <p>Write a Narrative Students write a narrative that answers the question: After the end of the world, how do we begin again?</p> <p>PreWriting/Planning Students focus their research and evaluate sources.</p> <p>Organize Your Narrative Students organize plot elements in their narrative</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.9-10.3.a-e; W.9-10.10</p> | <p>LANGUAGE DEVELOPMENT: CONVENTIONS</p> <p>Add Variety: Use Adverbial Clauses to Combine Sentences Students use clauses to add variety to their writing.</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their informative essays.</p> <p>STANDARDS W.9-10.3.c; W.9-10.3.d; L.9-10.1; L.9-10.1.b; L.9-10.2.c</p> |

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| myPerspectives ELL Support | | | | |
|---|---|--|---|---|
|  Word Study: Latin Root: -man- (RP) (TE p 732) |  Author's Style: Parallelism (RP) (TE p 733) Personalize for Learning English Language Support: Parts of Speech (TE p 733) |  Writing to Sources: Short Story (RP) (TE p 734)  Speaking and Listening: Oral Recitation (RP) (TE p 735) | | Personalize for Learning English Language Support: Understanding Meaning (TE p 739) |
| iLit ELL Level D | | | | |
| Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary | Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons | Virtual War (science fiction) Unit 2 Lesson 35 iLit Library Science Fiction Selections Space Cadet Moonface Three Moons Write a Narrative (examples) Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time | Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay | Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay |

| DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
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| <p>OVERVIEW Small-Group Learning</p> <p>SE pp 742-745</p> | <p>SELECTION The Nuclear Tourist George Johnson</p> <p>SE pp 746-754</p> | <p>SELECTION The Nuclear Tourist George Johnson</p> <p>SE pp 754-755</p> | <p>SELECTION The Nuclear Tourist George Johnson</p> <p>SE pp 756-757</p> | <p>SELECTION the beginning of the end of the world Lucille Clifton</p> <p>The Powwow at the End of the World Sherman Alexie</p> <p>A Song on the End of the World Czeslaw Milosz</p> <p>SE pp 758-766</p> |
| <p>Essential Question <i>Why do we try to imagine the future?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> Prepare Participate Fully Support Others Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> Take a position List your rules Apply the rules Name your group Create a communication plan <p>Making a Schedule</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary macabre; eerily; specter</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Nuclear Tourist: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Nuclear Tourist: First Read Extension Questions</p> <p>Research to Clarify</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: macabre; eerily; specter</p> <p>Word Study: Latin Root: -spec-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -spec- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Literary Nonfiction Students will analyze elements of travel journalism.</p> <p> Analyze Craft and Structure: Literary Nonfiction</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Diction Students read and analyze examples of scientific and technical terms from the selection.</p> <p> Author's Style: Diction</p> <p> Author's Style: Diction (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Research: Present Findings Students research the Chernobyl disaster.</p> <p> Research: Present Findings</p> <p> Research: Present Findings (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary prayerful; faithless; prophet</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> the beginning of the end of the world/The Powwow at the End of the World/A Song on the End of the World.</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> the beginning of the end of the world/The Powwow at the End of the World/A Song on the End of the World : First Read Extension Questions</p> |

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| <p>Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p> | <p>Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students research a topic that interests them.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a</p> | <p> Analyze Craft and Structure: Literary Nonfiction (RP)</p> <p>STANDARDS RL.9-10.1; L.9-10.4.b; L.9-10.4.c</p> | <p>  Selection Test: The Nuclear Tourist</p> <p>STANDARDS W.9-10.7; W.9-10.8; W.9-10.9; L.9-10.3; L.9-10.6</p> | <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students revisit sections of the poems and annotate details.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.b</p> |
| <p>myPerspectives ELL Support</p> | | | | |
| | <p> Audio Summary</p> <p> The Nuclear Tourist: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 749)</p> | <p> Word Study: Latin Root <i>-spec-</i> (RP) (TE p 754)</p> <p> Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 755)</p> <p>Personalize for Learning English Language Support: Distinguishing Fact from Subjective Observation (TE p 755)</p> <p> English Language Support Lesson: Travel Journalism (On Realize)</p> | <p> Author's Style: Diction (RP) (TE p 756)</p> <p> Research: Present Findings (RP) (TE p 757)</p> <p>Personalize for Learning English Language Support: Technical Terms and Parts of Speech (TE p 755)</p> | <p> Audio Summary</p> <p> the beginning of the end of the world/The Powwow at the End of the World/A Song on the End of the World</p> <p>Personalize for Learning English Language Support: Syntax (TE p 761)</p> <p> English Language Support Lesson: Saxon Suffixes -ful and -less (On Realize)</p> |









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| iLit ELL Level D | | | | |
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| <p>Rules for Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation (examples) Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> | <p>iLit Library Japan Nuke Workers Risk Their Lives</p> <p>Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time</p> | <p>iLit Library Japan Nuke Workers Risk Their Lives</p> <p>Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time</p> <p>Assignments: Vocabulary Study Plan (examples) Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots</p> | <p>iLit Library Japan Nuke Workers Risk Their Lives</p> <p>Research a Topic Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> | <p>Introduce: Poetry Unit 7 Lesson 1 : Whole Group</p> <p>Text: "What's That Down There?" (poem) Unit 7 Lesson 2</p> <p>Text: "Sea-Fever" (poem) Unit 7 Lesson 3</p> <p>Text: "The Wendigo" (poem) Unit 7 Lesson 4</p> |

| DAY 21 | DAY 22 | DAY 23 | DAY 24 | DAY 25 |
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| <p>SELECTION the beginning of the end of the world Lucille Clifton</p> <p>The Powwow at the End of the World Sherman Alexie</p> <p>A Song on the End of the World Czeslaw Milosz</p> <p>SE pp 766-769</p> | <p>SELECTION from Radiolab: War of the Worlds NPR</p> <p>SE pp 770-772</p> | <p>SELECTION from Radiolab: War of the Worlds NPR</p> <p>SE pp 772-773</p> | <p>SELECTION The Myth of the War of the Worlds Panic Jefferson Pooley and Michael J. Socolow</p> <p>SE pp 774-779</p> | <p>SELECTION The Myth of the War of the Worlds Panic Jefferson Pooley and Michael J. Socolow</p> <p>SE pp 780-781</p> |
| <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: prayerful; faithless; prophet</p> <p>Word Study: Anglo-Saxon Suffixes: -ful and -less</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Anglo-Saxon Suffixes: -ful and -less (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Theme and Poetic Structure Students identify elements of each poem that suggest its theme.</p> | <p>MAKING MEANING</p> <p>Media Vocabulary understatement; banter; archival audio; tone</p> <p>First Review Media: Audio Students Listen, Note, Connect, Respond as they listen to the selection the first time.</p> <p> First-Review Guide: Media: Audio</p> <p>Listen to the Selection</p> <p> Selection Audio</p> <p> from Radiolab: War of the Worlds: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will listen to the broadcast again and complete the close review questions.</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: understatement; banter; archival audio; tone</p> <p> Media Vocabulary</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Writing to Sources: Broadcast Outline Students will create a broadcast outline tracing how the hosts introduce, develop, and support ideas in the show.</p> <p> Writing to Sources: Broadcast Outline</p> <p>Evidence Log Students add notes and evidence that will be used to</p> | <p>MAKING MEANING</p> <p>Concept Vocabulary sensationalized; apocryphal; salient</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Myth of the War of the Worlds Panic: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Myth of the War of the Worlds Panic: First Read Extension Questions</p> | <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: sensationalized; apocryphal; salient</p> <p>Word Study: Word Families</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Word Families (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Script Students write a comparison of Orson Welles's radio play and H.G. Wells's <i>The War of the Worlds</i>.</p> |









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| <p> Analyze Craft and Structure: Theme and Poetic Structure</p> <p> Analyze Craft and Structure: Theme and Poetic Structure (RP)</p> <p>Author's Style: Use of Language Students identify examples of alliteration, consonance, and assonance in the three poems.</p> <p> Author's Style: Use of Language</p> <p> Author's Style: Use of Language (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Oral Presentation Students explore idea of the world's end expressed in the poems.</p> <p> Speaking and Listening: Oral Presentation</p> <p> Speaking and Listening: Oral Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: the beginning of the end of the world/The Powwow at the</p> | <p> Close Review</p> <p>Analyze the Media Students will respond to questions about the broadcast.</p> <p> Analyze the Media</p> <p>STANDARDS L.9-10.6</p> | <p>inform the Performance-Based Assessment.</p> <p>STANDARDS L.9-10.6; RI.9-10.2; RI.9-10.3</p> | <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>STANDARDS RL.9-10.10; L.9-10.4.a</p> | <p> Writing to Compare: Script</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.9-10.7; W.9-10.1; W.9-10.5; W.9-10.9; W.9-10.9.b; SL.9-10.4; SL.9-10.5</p> |
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| <p>End of the World/A Song on the End of the World</p> <p>STANDARDS RL.9-10.2; RL.9-10.5; W.9-10.3; SL.9-10.2; SL.9-10.4; L.9-10.4.b; L.9-10.4.c</p> | | | | |
| <p>myPerspectives ELL Support</p> | | | | |
| <p> Word Study: Anglo-Saxon Suffixes: <i>-ful</i> and <i>-less</i> (RP) (TE p 766)</p> <p> Analyze Craft and Structure: Theme and Poetic Structure (RP) (TE p 767)</p> <p> Author's Style: Use of Language (RP) (TE p 768)</p> <p> Speaking and Listening: Oral Presentation (RP) (TE p 769)</p> <p>Personalize for Learning English Language Support: Using Anglo-Saxon Suffixes <i>-ful, -less</i> (TE p 766)</p> <p>Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 768)</p> | <p> Audio Summary</p> <p> from Radiolab: War of the Worlds</p> <p>Personalize for Learning English Language Support: Domain Specific Vocabulary (TE p 771)</p> | | <p> Audio Summary</p> <p> The Myth of the War of the Worlds Panic: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Abbreviations (TE p 776)</p> | |

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| iLit ELL Level D | | | | |
|--|---|--|---|---|
| <p>Introduce: Poetry Unit 7 Lesson 1 : Whole Group</p> <p>Text: "What's That Down There?" (poem) Unit 7 Lesson 2</p> <p>Text: "Sea-Fever" (poem) Unit 7 Lesson 3</p> <p>Text: "The Wendigo" (poem) Unit 7 Lesson 4</p> <p>Theme (examples) Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time</p> | <p>iLit Library War of the Worlds The War of the Worlds</p> <p>Virtual War (science fiction) Unit 2 Lesson 35</p> <p>Domain-Specific Words Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p> | <p>iLit Library War of the Worlds The War of the Worlds</p> <p>Virtual War (science fiction) Unit 2 Lesson 35</p> <p>Write a Narrative (examples) Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> | <p>iLit Library War of the Worlds The War of the Worlds</p> <p>Virtual War (science fiction) Unit 2 Lesson 35</p> | <p>iLit Library War of the Worlds The War of the Worlds</p> <p>Virtual War (science fiction) Unit 2 Lesson 35</p> <p>Word Families Unit 2 Lessons 7: Vocabulary Unit 2 Lessons 12: Vocabulary</p> <p>Compare and Contrast Unit 2 Lesson 27: Read Aloud, Think Aloud</p> |

| DAY 26 | DAY 27 | DAY 28 | DAY 29 | DAY 30 |
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| <p>PERFORMANCE TASK: Speaking and Listening Focus Create a Podcast</p> <p>SE pp 782-783</p> | <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 784-785</p> | <p>INDEPENDENT LEARNING</p> <p>SE pp 786-788</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 789-791</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 792-793</p> |
| <p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Create a Podcast Students will develop a podcast that addresses the question: What do stories about the future say about the present?</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas.</p> <p>Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media.</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6</p> | <p>Essential Question <i>Why do we try to imagine the future?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p> | <p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide Close-Read Guide</p> <p> First-Read Guide Close-Read the Text</p> <p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</p> <p>Evidence Log</p> | <p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Notes for a Narrative Students evaluate their ideas.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Narrative Students will write a short story asking which matters more – the present or the future?</p> <p>Narrative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.9-10.3; W.9-10.10</p> | <p>PERFORMANCE-BASED ASSESSMENT</p> <p>Speaking and Listening: Dramatic Reading After completing the narrative, students will record a dramatic reading of their narrative.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.9-10.5</p> |

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| | | <p>Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1</p> | | |
| iLit ELL Level D | | | | |
| <p>Multimedia Presentation Unit 5 Lessons 1–10: Work Time</p> | <p>Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group</p> <p>Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> | <p>Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p>Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p>Draw Conclusions Unit 4 Lesson 11: Whole Group</p> <p>iLibrary All texts</p> | <p>Write a Narrative Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p>Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay</p> | <p>Present Monologues Unit 3 Lesson 9: Work Time</p> |

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