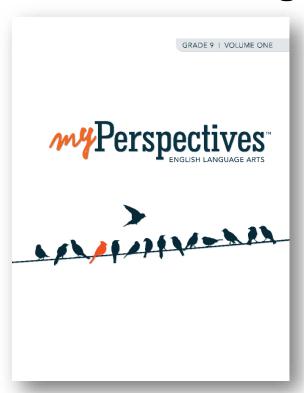


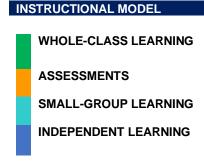


Grade 9 Unit Planning Guide



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:



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

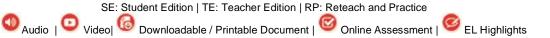
Students will be able to:

- 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)



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

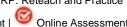
Students will reflect on the unit goals, learning strategies, the texts, and what it means to be "American."

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Anchor Text	Anchor Text	Anchor Text
		A Quilt of a Country,	A Quilt of a Country,	A Quilt of a Country,
		Anna Quindlen	Anna Quindlen	Anna Quindlen
SE pp 4-9	SE pp 10-11	SE n 12 17	SE n 18	SE p 19
Unit Goals	Essential Question	SE p 13-17 MAKING MEANING	SE p 18 MAKING MEANING	MAKING MEANING
Students will deepen their	What does it mean to be	WAKING WEANING	WAKING WEANING	WAKING WEANING
understanding of what it	"American"?	Concept Vocabulary	Close Read the Text	Analyze Craft & Structure
means be "American" by	7 meneum :	disparate; discordant;	Students will review the Close	Purpose and Rhetoric
reading, writing, speaking,	Whole-Class Learning	pluralistic; interwoven;	Read Model and complete the	Students will discuss why an
listening, and presenting.	Strategies	diversity; coalescing	close read sections in the	author uses rhetoric or
	Listen actively	an every, evenesiming	selection.	language devices and will
Unit Goals Video	Clarify by asking	First Read		complete a practice activity.
A see to select Manual Trans	questions	Students Notice, Annotate,	Close Read the Text	
Academic Vocabulary	Monitor understanding	Connect, Respond as they	Analysis the Toys	Analyze Craft and
conflict; description; dialogue; exposition; sequence	Interact and share ideas	read the selection the first	Analyze the Text Students will respond to	Structure: Purpose and
exposition, sequence		time.	questions about the text,	Rhetoric
	Whole-Class Learning	_	citing textual evidence.	
Home Connection Letter	Strategies	First-Read Guide:	Citing textual evidence.	Analyze Craft and
Spanish Home		Nonfiction	STANDARDS	Structure: Purpose and
Connection Letter	Table of Contents Preview		RI.9-10.5	Rhetoric (RP)
	Preview the selections in the	Read the Selection		
Unit 1 Answer Key	unit and discuss how they	a		STANDARDS
	relate to the EQ and unit	Selection Audio		RI.9-10.6
Launch Text	topic.	A Quilt of a Country:		
Students will read "Music for		Accessible Leveled Text		
My Teacher" They will then				
be asked to identify what		Comprehension Check		
details make this narrative		Students complete		
vivid and meaningful.		comprehension questions.		
Word Network		A Quilt of a Country: First		
Students add new words to		Read Extension Questions		
their Word Network as they		TODA EXICISION QUESTIONS		
read texts in the unit.		Research to Clarify		
		Students research one		
Word Network		unfamiliar detail from the text.		
Summary		Decemble 5		
Students write a summary of		Research to Explore		
the Launch Text.		Students research something that interests them from the		
		text.		
Launch Activity		toxu.		









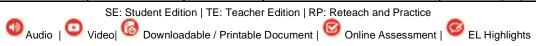


Students participate in an	STANDARDS	
activity related to the unit	RI.9-10.10	
theme.		
QuickWrite Students write a response to the QuickWrite prompt: How is an "American" identity created:		
Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence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

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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
A Quilt of a Country,	The Immigrant Contribution	The Immigrant Contribution	The Immigrant Contribution	The Immigrant Contribution
Anna Quindlen	from A Nation of Immigrants	from A Nation of Immigrants	from A Nation of Immigrants	from A Nation of Immigrants
	John F. Kennedy	John F. Kennedy	John F. Kennedy	John F. Kennedy
SE pp 20-21	SE pp 22-29	SE pp 30-31	SE pp 32-33	SE pp 34-35
LANGUAGE	MAKING MEANING	MAKING MEANING	LANGUAGE	EFFECTIVE EXPRESSION
DEVELOPMENT	Concept Vessbulens	Class Bood the Toyt	DEVELOPMENT	Writing to Compare: Facely
Concept Vocabulary	Concept Vocabulary descendants; stock; minority;	Close Read the Text Students will review the Close	Concept Vocabulary	Writing to Compare: Essay
Students complete activities	naturalization; factions;	Read Model and complete the	Students complete activities	Students write an essay in
related to the Concept	assimilation	close read sections in the	related to the Concept	which they consider how
Vocabulary words:	assimilation	selection.	Vocabulary words:	diction and tone reflect the
Vocabalary words.	First Read		Vocabalary words.	author's purpose, audience,
disparate; pluralistic; diversity;	Students Notice, Annotate,	Close Read the Text	descendants; stock; minority;	and message.
discordant; interwoven;	Connect, Respond as they		naturalization; factions;	
coalescing	read the selection the first	Analyze the Text	assimilation	Writing to Compare:
	time.	Students will respond to		Essay
Word Study: Latin Prefix	(April 19 19 19 19	questions about the text,	Word Study: Latin Root -	05, 505,01, 5505
dis-	First-Read Guide:	citing textual evidence.	nat-	SELECTION TEST
Students complete activities	Nonfiction	Analyza Croft and	Students complete activities	Selection Test: The
related to the Latin Prefix dis	Read the Selection	Analyze Craft and Structure: Purpose and	related to the Latin Root -nat-	Immigrant Contribution
Concept Vocabulary and		Persuasion	Concept Vocabulary and	, and the second
Word Study	Selection Audio	Students will review analyze	Word Study	STANDARDS
	The Immigrant	three main types of		R.9-10.4; W.9-10.2; W.9-
Word Study: Latin Prefix	Contribution:	persuasive appeals.	Word Study: Latin Root –	10.9.b
dis- (RP)	Accessible Leveled Text		nat- (RP)	
Word Network	Accessible Leveled Text	Analyze Craft and		
Students add new words to	Comprehension Check	Structure: Purpose and	Word Network	
their Word Network as they	Students complete	Persuasion	Students add new words to	
read texts in the unit.	comprehension questions.	Analyze Craft and	their Word Network as they	
read texts in the drift.	demprenenent queenenen	Structure: Purpose and	read texts in the unit.	
Author's Style: Word	@	Persuasion (RP)	Conventions: Sentence	
Choice	The Immigrant Country:	` ′	Structure	
Students complete activities	First Read Extension	STANDARDS	Students complete activities	
related to Word Choice	Questions	RI.9-10.1; RI.9-10.5; RI.9-	labeling sentence structures.	
(A)	Research to Clarify	10.6; RI.9-10.10		
Author's Style: Word	Students research one		Conventions: Sentence	
Choice	unfamiliar detail from the text.		Structure	
Author's Style: Word	dinamiai detai irom the text.		Conventions: Sentence	
Choice (RP)	Research to Explore		Structure (RP)	
	11000aloli to Exploid	l .	Chaolaic (IXI)	









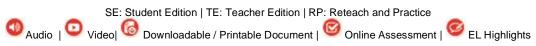
SELECTION TEST Selection Test: A Quilt of a Country STANDARDS RI.9-10.4; L.9-10.4.b	Students choose an immigrant from the text to research. STANDARDS RI.9-10.10		STANDARDS L.1.b; L.4.b	
myPerspectives ELL Support				
Word Study (RP) (TE p 20) Author's Style: Word Choice (RP) (TE p 21)	Audio Summary The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













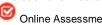
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Anchor Text	Anchor Text	Anchor Text	WRITING FOCUS	WRITING FOCUS
American History	American History	American History	Write a Nonfiction Narrative	Write a Nonfiction Narrative
Judith Ortiz Cofer	Judith Ortiz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













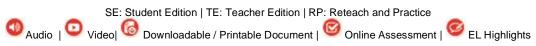
STANDARDS RL.9-10.10	Students complete activities related to the Concept Vocabulary words: anticipated; infatuated; enthralled; devoted; elation; impulse Word Study: Cognates Students write English cognates for Spanish Words. Concept Vocabulary and Word Study Word Study: Cognates (RP) Word Network Add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









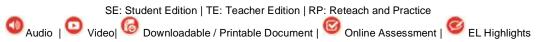


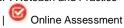


iLit ELL Level D	iLit ELL Level D				
Text: "Cyberbullying: Social	Text: "Cyberbullying: Social	Text: "Cyberbullying: Social	Write a Narrative	Write a Narrative	
Media Becomes the New	Media Becomes the New	Media Becomes the New	Unit 1 Lessons 4–5: Work	Unit 1 Lessons 4–5: Work	
School Yard for Bullies"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







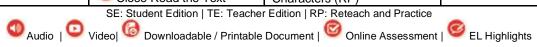


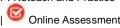


DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	Rules of the Game	Rules of the Game	The Writing on the Wall	The Writing on the Wall
	Amy Tan	Amy Tan	Camille Dungy	Camille Dungy
OF 77 50 64	CE == C2 74	CE 74 77	CE == 70.02	CE == 04 07
SE pp 58-61	SE pp 62-74 MAKING MEANING	SE pp 74-77 LANGUAGE	SE pp 78-83 MAKING MEANING	SE pp 84-87 MAKING MEANING
Essential Question What does it mean to be	MAKING MEANING	DEVELOPMENT	MAKING MEANING	MAKING MEANING
"American"?	Concept Vocabulary	DEVELOPMENT	Concept Vocabulary	Close Read the Text
American ?	deftly; relented; plotted;	Concept Vocabulary	memento; composed;	Students will review the Close
Small-Group Learning	concessions	Students complete activities	inscribed	Read Model and complete the
Strategies	0011003310113	related to the Concept	inscribed	close read sections in the
Prepare	First Read	Vocabulary words:	First Read	selection.
Participate Fully	Students Notice, Annotate,	deftly; relented; plotted;	Students Notice, Annotate,	
	Connect, Respond as they	concessions	Connect, Respond as they	Close Read the Text
Support Others	read the selection the first		read the selection the first	
Clarify	time.	Close Read the Text	time.	Analyze the Text
Small-Group Learning	First-Read Guide: Fiction	Ward Charles	First-Read Guide:	Students will respond to
Strategies	First-Read Guide: Fiction	Word Study Connotation and Denotation	Nonfiction	questions about the text,
	Read the Selection		Nonliction	citing textual evidence.
Table of Contents Preview	ARTS.	Concept Vocabulary and	Read the Selection	Analyze the Text
Preview the selections in the	Selection Audio	Word Study		
unit and discuss how they	Rules of the Game:	Word Study: Connotation	Selection Audio	LANGUAGE
relate to the EQ and unit	Accessible Leveled Text	and Denotation (RP)	The Writing on the Wall:	DEVELOPMENT
topic.	Accessible Leveled Text	and Denotation (KF)	Accessible Leveled Text	
	Comprehension Check	Word Network	Accessible Leveled Text	Concept Vocabulary
Working as a Team	Students complete	Students add new words to	Comprehension Check	Students complete activities
Take a position	comprehension questions.	their Word Network as they	Students complete	related to the Concept
List your rules		read texts in the unit.	comprehension questions.	Vocabulary words: memento; composed;
Apply the rules	Δ Rules of the Game:			inscribed
Name your group	A Rules of the Game.	Analyze Craft & Structure	(A) -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1	IIISCIIDEU
Create a communication	First Read Extension	Complex Characters	The Writing on the Wall:	Word Study
plan	Questions	Students will analyze how	First Read Extension Questions	Latin Root: -mem-
Making a Schedule	Research to Explore	characters change and	Questions	
Students make a schedule	Students choose an aspect of	identify traits, motivations,	Research to Clarify	Concept Vocabulary and
with group for completing	the text to research.	and actions.	Students research one	Word Study
tasks.		•	unfamiliar detail from the text.	Word Study: Latin Root: -
	Close Read the Text	Analyze Craft and		mem- (RP)
Working on Group Projects	Students will review the Close	Structure: Complex	Research to Explore	,
Students choose specific	Read Model and complete the	Characters	Students explore an aspect of	Word Network
roles for each member.	close read sections in the	Analyze Craft and	the text they find interesting.	Students add new words to
	selection.	Structure: Complex		their Word Network as they
	Close Read the Text	Characters (RP)	STANDARDS	read texts in the unit.
	Close Read the Text			





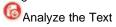






Analyze the Text

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



STANDARDS

RL.9-10.3; RL.9-10.10; L.9-10.4.a

Conventions: Participles and Participial Phrases

Students complete activities identifying participial phrases.

Conventions: Participles and participial Phrases

Conventions: Participles and participial Phrases (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: Act out a Scene

Students present a scene with their small group.

Speaking and Listening: Act out a Scene

Speaking and Listening: Act out a Scene (RP)

Evidence Log

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

of the Game

STANDARDS

RL.9-10.3; L.9-10.1; L.9-10.1.b; L.9-10.4.d; L.9-10.5.b RI.9-10.10; L.9-10.4.a

Analyze Craft & Structure Informative Text

Students will discuss the different examples of informative texts.

Malyze Craft and Structure: Informative Text

Analyze Craft and Structure: Informative Text (RP)

Author's Style **Word Choice**

Students find examples of alliteration, assonance, and consonance.

Author's Style: Word Choice

Author's Style: Word Choice (RP)

EFFECTIVE EXPRESSION

Research: Digital Presentation

Students conduct research to prepare a digital presentation.

Research: Digital Presentation

Research: Digital Presentation (RP)

Evidence Log

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

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











myPerspectives ELL Support				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
	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: 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: 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)

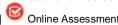
iLit ELL Level D	iLit ELL Level D				
Rules for Conversation	iLit Library	iLit Library	Text: "Immigration at Angel	Text: "Immigration at Angel	
Routines	Fish Cheeks by Amy Tan	Fish Cheeks by Amy Tan	Island"	Island"	
Unit 1 Lesson 2: Classroom	, ,		Unit 2 Lesson 42	Unit 2 Lesson 42	
Conversation	"New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

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:
With a Little Help From My	With a Little Help From My	Morning Talk	Morning Talk	Speaking and Listening
Friends	Friends	Roberta Hill Whitman	Roberta Hill Whiteman	Focus
Firoozeh Dumas	Firoozeh Dumas			Produce a Podcast
		Immigrant Picnic	Immigrant Picnic	
		Gregory Djanikian	Gregory Djanikian	
05 00 04	05 04 07	05 00 405	05 400 400	05 440 444
SE pp 88-94 MAKING MEANING	SE pp 94-97 LANGUAGE	SE pp 98-105 MAKING MEANING	SE pp 106-109 MAKING MEANING	SE pp 110-111 PERFORMANCE TASK
MAKING MEANING	DEVELOPMENT	MAKING MEANING	MAKING MEANING	PERFORMANCE TASK
Concept Vocabulary	DEVELOPMENT	Concept Vocabulary	Close Read the Text	Produce a Podcast
proximity; correspondents;	Concept Vocabulary	chirruped; teased; pipes	Students will review the Close	As a group students develop
interpreter	Students complete activities	Cilirapea, teasea, pipes	Read Model and complete the	a podcast that addresses
Interpreter	related to the Concept	First Read	close read sections in the	immigrants experiences.
First Read	Vocabulary words:	Students Notice, Annotate,	selection.	ininigranto expenences.
Students Notice, Annotate,	proximity; correspondents;	Connect, Respond as they		Plan with Your Group
Connect, Respond as they	interpreter	read the selection the first	Close Read the Text	Students analyze the text,
read the selection the first	interpreter	time.		gather evidence and media
time.	Word Study		Analyze the Text	examples, and organize ideas
	Latin Prefix: inter-	First-Read Guide: Poetry	Students will respond to	for the podcast
First-Read Guide: Non-	@		questions about the text,	·
Fiction	Concept Vocabulary and	Read the Selection	citing textual evidence.	STANDARDS
Bartilla Octobrila	Word Study	Selection Audio	Analyze the Text	SL.9-10.1.a; W.9-10.8
Read the Selection	Word Study: Latin Prefix:			
Selection Audio	inter- (RP)	Morning Talk	LANGUAGE	
@ <u>-</u>	, ,	Immigrant Picnic:	DEVELOPMENT	ļ
With a Little Help From	Word Network	Accessible Text		ļ
My Friends: Accessible Leveled Text	Students add new words to	Communication Charle	Concept Vocabulary	
Leveled Text	their Word Network as they	Comprehension Check Students complete	Students complete activities	
Comprehension Check	read texts in the unit.	comprehension questions.	related to the Concept	
Students complete		Comprehension questions.	Vocabulary words:	
comprehension questions.	Analyze Craft & Structure	0	chirruped; teased; pipes	
	Literary Nonfiction	Morning Talk/Immigrant		
With a Little Help From	Students identify elements of	Picnic: First Read Extension	Word Study: Multiple-	
My Friends: First Read	a memoir.	Questions	Meaning Words	
Extension Questions	Analyze Craft and		Concept Vocabulary and	
	Structure: Literary Nonfiction	Research to Clarify	Word Study	
Research to Clarify		Students research one		
Students research one	Analyze Craft and	unfamiliar detail from the text.	Word Study: Multiple-	
unfamiliar detail from the text.	Structure: Literary Nonfiction	Bassauch to Familian	Meaning Words	
December 5	(RP)	Research to Explore	(RP)	
Research to Explore Students explore an aspect of	Author's Style: Humor	Students research an interesting topic.	Word Network	
the text they find interesting.	Author's Style. Hullion	interesting topic.	AAOLO IAGEMOLK	
the text they find interesting.		STANDARDS		
	l	J., 110/1100	<u> </u>	<u> </u>











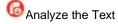
Close Read the Text

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



Analyze the Text

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



STANDARDS

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

Students complete activities identifying figurative language.

Author's Style: Humor

Author's Style: Humor (RP)

EFFECTIVE EXPRESSION

Writing to Sources: Essay

Students write an essay interpreting an important detail or quotation from the selection.

Writing to Sources: Essay

Writing to Sources: Essay (RP)

Evidence Log

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

Little Help From My Friends

STANDARDS

RI.9-10.3: W.9-10.2: W.9-10.2.b; L.9-10.4.b; L.9-10.5.a RL.9-10.10; L.9-10.4 Students add new words to their Word Network as they

Analyze Craft & Structure: Poetic Structures

read texts in the unit.

Students will analyze stanzas and breaks in poems.

Analyze Craft and Structure: Poetic Structures

Analyze Craft and Structure: Structure: Poetic Structures (RP)

Author's Style: Word Choice

Students find examples of common English idioms.

Author's Style: Word Choice

Author's Style: Word Choice (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: **Panel Discussion**

Students discuss the poems in a group.

Speaking and Listening: Panel Discussion

Speaking and Listening: Panel Discussion (RP)

Evidence Log

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

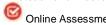
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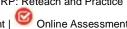


myPerspectives ELL Support	Word Study: Latin Prefix:	Audio Summary	Selection Test: Poetry Selection STANDARDS RL.9-10.5; SL.9-10.1.c; SL.9- 10.1.d; L.9-10.4 Word Study: Multiple- Meaning Words	
With a Little Help From My Friends: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 92)	(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)	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)	(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: Personalize for Learning English Language Support: Idioms (TE p 108) Personalize for Learning English Language Support: Panel Discussion (TE p 109)	









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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Produce a Podcast	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE p 111 PERFORMANCE TASK Plan With Your Group Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media. Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS W.9-10.6; SL.9-10.4; SL.9- 10.5; SL.9-10.6	Essential Question What does it mean to be "American"? Independent Learning Strategies Create a Schedule Practice what you have learned Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	SE pp 114-116 MAKING MEANING First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	SE pp 117-119 PERFORMANCE-BASED ASSESSMENT PREP Review Evidence for a Nonfiction Narrative Students evaluate the strength of their evidence. Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Writing to Sources: Nonfiction Narrative Students will write a nonfiction narrative about How is an "American" identity created. Nonfiction Narrative Rubric Students use the rubric to guide their revisions. STANDARDS W.9-10.3.a-e; W.9-10.9	SE pp 120-121 PERFORMANCE-BASED ASSESSMENT Speaking and Listening: Interpretive Reading Students plan and present a brief interpretive reading. Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test STANDARDS SL.9-10.4.b

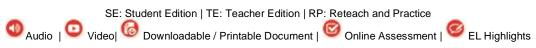


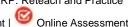






Unit 5 Lessons 1–10: Work Time Sources Unit 5 Lesson 3: Whole Group Classroom Conversation Unit 2 Lesson 32: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Time Unit 2 Lesson 32: Time	9-	
English Language Support: Skim, predict, and use a KWL Chart (TE p 114) Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 115) Accessible Leveled Texts for Independent Learning Selections (On Realize) iLit ELL Level D Multimedia Presentation Unit 5 Lessons 1–10: Work Time Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group Classroom Conversation Unit 2 Lesson 33: Read Aloud, Think Aloud Write a Unit 1 L Time Unit 2 L Group Unit 2 L Group Unit 2 L Time Classroom Conversation Unit 2 Lesson 33: Read Aloud, Think Aloud		
iLit ELL Level D Multimedia Presentation Unit 5 Lessons 1–10: Work Time Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group Classroom Conversation Unit 2 Lesson 33: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Write a Unit 1 L Time Unit 2 L Group Unit 2 Lesson 33: Read Aloud, Think Aloud	VL I	
Unit 5 Lessons 1–10: Work Time Sources Unit 5 Lesson 3: Whole Group Classroom Conversation Unit 2 Lesson 32: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Time Unit 2 Lesson 32: Time		
Group Discussion Unit 4 Lesson 11: Whole Group Unit 1 Lesson 12: Whole Write a	ud, Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work	Present Narrative Essay Unit 2 Lesson 41-42: Work Time





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

WHOLE-CLASS LEARNING ASSESSMENTS SMALL-GROUP LEARNING INDEPENDENT LEARNING

IMPORTANT NOTES

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

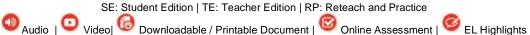
• The Cost of Survival (1070L)

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)



- 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.

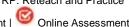
Unit Reflection

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
UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Anchor Text	Anchor Text	Anchor Text
	Triioio Giaco Loairiirig	The Seventh Man,	The Seventh Man,	The Seventh Man,
		Haruki Murakami	Haruki Murakami	Haruki Murakami
		Tiaran maranam	Tidi dili Maranami	Trai arti Waranami
SE pp 124-129	SE pp 130-131	SE pp 132-145	SE pp 146-147	SE pp 148-149
Unit Goals	Essential Question	MAKING MEANING	MAKING MEANING	LANGUAGE
Students will deepen their	What does it take to survive?			DEVELOPMENT
understanding of survival by	Trial door it take to carrie	Concept Vocabulary	Close Read the Text	52122012111
reading, writing, speaking,	Whole-Class Learning	desperate; entranced;	Students will review the Close	Concept Vocabulary
listening, and presenting.	Strategies	hallucination; premonition;	Read Model and complete the	Students complete activities
	Listen actively	profound; meditative	close read sections in the	related to the Concept
Unit Goals Video	•	•	selection.	Vocabulary words:
	 Clarify by asking questions 	First Read	_	desperate; entranced;
Academic Vocabulary	•	Students Notice, Annotate,	Close Read the Text	hallucination; premonition;
evidence; credible; valid;	Monitor understanding	Connect, Respond as they		profound; meditative
formulate; logical	 Interact and share ideas 	read the selection the first	Analyze the Text	prorouna, mountaino
_	Whole-Class Learning	time.	Students will respond to	Word Study: Latin Suffix
Home Connection Letter	Strategies	Men a Boulous Brain	questions about the text,	-tion
nome Connection Letter	Strategies	First-Read Guide: Fiction	citing textual evidence.	Students complete activities
Spanish Home	Table of Contents Preview	Dand the Colontina		related to the Latin Suffix
Connection Letter	Preview the selections in the	Read the Selection	Analyze Craft & Structure	-tion.
(A)	unit and discuss how they	Selection Audio	Author's Choices: Order of	Concept Vocabulary and
Unit 2 Answer Key	relate to the EQ and unit		Events	Concept vocabulary and
	topic.	The Seventh Man:	Students will discuss why an	Word Study
Launch Text	topic.	Accessible Leveled Text	author uses a frame story as	Word Study: Latin Suffix
Students will read "The Cost			a narrative technique.	-tion (RP)
of Survival". They will then be		Comprehension Check	Analyze Craft and	,
asked to identify the main		Students complete	Structure: Author's Choices:	Word Network
point of the argument and		comprehension questions.	Order of Events	Students add new words to
how the author supports that		The Seventh Man: First	_	their Word Network as they
point.		Read Extension Questions	Analyze Craft and	read texts in the unit.
Word Network		Troad Extension Questions	Structure: Author's Choices:	
Students add new words to		Research to Clarify	Order of Events	Conventions: Infinitives
their Word Network as they		Students research one	(RP)	and Infinitive Phrases
read texts in the unit.		unfamiliar detail from the text.		Students complete activities
			STANDARDS	related to phrases.
Word Network		Research to Explore	RL.9-10.5	Conventions: Infinitives
		Students research something		Conventions. Initiatives
Summary		that interests them and form a		and Infinitive Phrases
Students write a summary of		research question.		Conventions: Infinitives
the Launch Text.		1		and Infinitive Phrases (RP)
		STANDARDS		, , , , , , , , , , , , , , , , , , , ,
Launch Activity		RL.9-10.10		









Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions? Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking			STANDARDS L.9-10.1.b; L.9-10.4.b; L.9- 10.5.b
STANDARDS L.9-10.6			
myPerspectives ELL Support		0	0
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 125)	Audio Summary The Seventh Man: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 135) Personalize for Learning English Language Support: Figurative Language (TE p 137)	Analyze Craft and Structure: Author's Choices: Order of Events (RP) (TE p 147) Personalize for Learning English Language Support: Order of Events (TE p 147) English Language Support Lesson: Order of Events (On Realize)	Word Study: Latin Suffix -tion (RP) (TE p 148) Conventions: Infinitives and Infinitive Phrases (RP) (TE p 149) Personalize for Learning English Language Support: Parts of Speech (TE p 149)

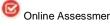
Rules for Conversation	iLit Library	iLit Library	Use Prefixes and Suffixes
Routines	Tsunami	Tsunami	(examples)
Unit 1 Lesson 2: Classroom	Japanese Tsunami: Stories of	Japanese Tsunami: Stories of	Unit 3 Lesson 6: Vocabulary
Conversation	Survival	Survival	Unit 5 Lesson 6: Vocabulary
			Unit 6 Lesson 6: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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
The Seventh Man,	The Seventh Man,	The Moral Logic of Survivor	The Moral Logic of Survivor	The Moral Logic of Survivor
Haruki Murakami	Haruki Murakami	Guilt Nancy Sherman	Guilt Nancy Sherman	Guilt Nancy Sherman
		Nancy Sherman	Nancy Sherman	Nancy Sherman
SE p 150	SE p 151	SE pp 152-157	SE pp 158-159	SE pp 160-161
EFFECTIVE EXPRESSION	EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING	LANGUAGE
				DEVELOPMENT
Writing to Sources: Critical	Speaking and Listening:	Concept Vocabulary	Close Read the Text	Composit Vessilvalens
Review Students write a critical	Retelling Students retell "The Seventh	burden; culpability; conscience; remorse;	Students will review the Close Read Model and complete the	Concept Vocabulary Students complete activities
review of "The Seventh Man":	Man" from another point of	entrusted; empathic	close read sections in the	related to the Concept
	view.	Chitastea, empatrio	selection.	Vocabulary words:
Writing to Sources:	-	First Read		burden; culpability;
Critical Review	Speaking and Listening:	Students Notice, Annotate,	Close Read the Text	conscience; remorse;
Writing to Sources:	Retelling	Connect, Respond as they	Analysis the Toyl	entrusted; empathic
Critical Review (RP)	Speaking and Listening:	read the selection the first	Analyze the Text Students will respond to	
, ,	Retelling (RP)	time.	questions about the text,	Word Study: Greek Root -
		First-Read Guide:	citing textual evidence.	path-
STANDARDS	Evidence Log	Nonfiction	ching toxtaar evidence.	Students complete activities related to the Greek Root -
W.9-10.1.a	Students add notes and		Analyze Craft and	path-
	evidence that will be used to	Read the Selection	Structure: Development of	
	inform the Performance- Based Assessment.	Selection Audio	Ideas	Concept Vocabulary and
	Dased Assessment.	Selection Addio	Students will record examples	vvora Study
	SELECTION TEST	The Moral Logic of	of types of supporting	Word Study Greek Root -
		Survivor Guilt: Accessible	arguments.	path- (RP)
	Selection rest. The	Leveled Text	Analyze Craft and	
	Seventh Man	Comprehension Check	Structure: Development of	Word Network
	STANDARDS	Students complete	Ideas	Students add new words to
	SL.9-10.4.b	comprehension questions.	Analyze Craft and	their Word Network as they
		Tampi energia yadanana	Structure: Development of	read texts in the unit.
		The Marel Lastin of	Ideas (RP)	Conventions: Punctuation
		The Moral Logic of Survivor Guilt: First Read		Students complete activities
		Extension Questions	STANDARDS	explaining the function of
		Extension Questions	RI.9-10.1; RI.9-10.2; RI.9-	colons, semicolons, and
		Research to Clarify	10.8	dashes.
		Students research one		Conventions: Punctuation
		unfamiliar detail from the text.		Conventions. 1 unotablion











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

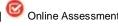
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman	SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman	SELECTION Media, Radio Broadcast The Key to Disaster Survival? Friends and Neighbors Shankar Vedantam	PERFORMANCE TASK: WRITING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









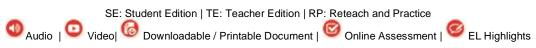


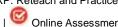


		EFFECTIVE EXPRESSION		
		Writing to Sources: Listener Comment Students will write a listener comment about the radio broadcast. Writing to Sources: Listener Comment		
		Speaking and Listening: Oral Presentation Students present a monologue from the point of view of a character in the story Speaking and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





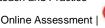






iLit ELL Level D				
"At the Edge: Daring Acts	Classroom Conversation	Take Notes from Reliable	Make a Claim for an	Argumentative Writing
in Desperate Times"	(examples)	Sources	Argument	Unit 2 Lesson 23: Whole
Unit 6 Lesson 2-33	Unit 2 Lesson 27:	Unit 5 Lesson 3: Whole	Unit 6 Lesson 23: Whole	Group; Work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

Small-Group Learning The Cai Car SE pp 174-177 SE	ELECTION THE Voyage of the James The Voyage of the Jam	SELECTION The Voyage of the James Caird Caroline Alexander SE pp 191-193	SELECTION The Endurance and the James Caird in Images Frank Hurley SE pp 194-201	SELECTION from Life of Pi Yann Martel
Cai Car SE pp 174-177 SE	aird Aroline Alexander E pp 178-191	Caird Caroline Alexander SE pp 191-193	James Caird in Images Frank Hurley	Yann Martel
SE pp 174-177 SE	eroline Alexander Epp 178-191	Caroline Alexander SE pp 191-193	Frank Hurley	
SE pp 174-177 SE	E pp 178-191	SE pp 191-193	·	
			CF 404 204	
			CE == 404 204	
			SE 00 194-201	SE pp 202-212
Essential Question MA		LANGUAGE	MAKING MEANING	MAKING MEANING
What does it take to survive?		DEVELOPMENT		
	oncept Vocabulary		Media Vocabulary	Concept Vocabulary
	ched; reeling; upheaval	Concept Vocabulary	composition; perspective or	irresolvable; predatory;
Strategies		Students complete activities	angle; lighting and color	adversary
• Prenare	rst Read	related to the Concept		l
	udents Notice, Annotate,	Vocabulary words:	First Review	First Read
COI	onnect, Respond as they ad the selection the first	pitched; reeling; upheaval	Students Look, Note, Connect, Respond as they	Students Notice, Annotate, Connect, Respond as they
• Clarify time		Word Study	study the images.	read the selection the first
		Multiple-Meaning Words		time.
Sinali-Group Learning	First-Read Guide:		First Review Guide:	
Strategies Nor	onfiction	Concept Vocabulary and	Media Art/Photography	First-Read Guide: Fiction
Table of Contents Brasiens		Word Study		
1 5	ead the Selection	Word Study: Multiple-	View the Selection	Read the Selection
unit and discuss how they	Selection Audio	Meaning Words (RP)	Selection Audio	Selection Audio
relate to the EQ and unit	A	3	@	
A suria	The Voyage of the James hird: Accessible Leveled	Word Network	The Voyage of the James	from Life of Pi: Accessible Leveled Text
Tex		Students add new words to	Caird	Leveled Text
Working as a Team	:XI	their Word Network as they	Comprehension Check	Comprehension Check
Take a position Cor	omprehension Check	read texts in the unit.	Students complete	Students complete
List your rules Stu	udents complete	Analyze Craft & Structure	comprehension questions.	comprehension questions.
 Apply the rules con 	mprehension questions.	Series of Events	·	
Name your group		Students will describe people	Close Review	from Life of Pi: First Read
Create a communication	The Voyage of the James	who appear in the narrative.	Students will revisit the	Extension Questions
i pian	aird: First Read Extension		photographs again and write	Extension Questions
	uestions	Analyze Craft and Structure: Series of Events	down new observations.	Research to Clarify
Students make a schedule			Analyze the Media	Students choose one
with group for completing Res	esearch to Clarify	Analyze Craft and	Students will respond to	unfamiliar detail of the text to
tasks.	udents choose one	Structure: Series of Events	questions about the photos.	research.
unfa	familiar detail of the text to	(RP)		
Working on Group Projects	search.		Analyze the Media	Close Read the Text
Students choose specific		Author's Style: Word		Students will review the Close
	ose Read the Text	Choice	LANGUAGE	Read Model and complete the
	udents will review the Close ead Model and complete the	Students complete activities identifying participial phrases.	DEVELOPMENT	close read sections in the selection.
Rea	eau Model and complete the	identifying participial prifases.	Media Vocabulary	Selection.
			Media Vocabulal y	Close Read the Text



close read sections in the selection.

Close Read the Text

Analyze the Text

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

Analyze the Text

STANDARDS

RI.9-10.10: L.9-10. 4.a

Author's Style: Word Choice

Author's Style: Word Choice (RP)

Selection Test: The Voyage of the James Caird

STANDARDS

RI.9-10.3: RI.9-10.4: L.9-10.1.b; L.9-10.4

composition; perspective or angle; lighting and color

Media Vocabulary

Writing to Compare: **Multimedia Presentation**

Students create a multimedia presentation about the Shackleton expedition.

Writing to Compare: Compare the Texts and Photographs

Evidence Log

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

STANDARDS

RI.9-10.1: RI.9-10.7: L.9-10.6

Analyze the Text

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

Analyze the Text

STANDARDS

RL.9-10.10: L.9-10.4

myPerspectives ELL Support

Audio Summary

The Voyage of the James Caird: Accessible Leveled Text

Personalize for Learning English Language Support: Abbreviations (TE p 179)

Personalize for Learning English Language Support: Domain-specific Vocabulary (TE p 183)

Word Study: Multiple-Meaning Words (RP) (TE p 191)

Analyze Craft and Structure: Series of Events (RP) (TE p 192)

Author's Style: Word Choice (RP) (TE p 193)

Personalize for Learning English Language Support: Participles and Participial Phrases (TE p 193)

Audio Summary

The Endurance and the James Caird in Images

Audio Summary

from Life of Pi: Accessible Leveled Text

Personalize for Learning English Language Support: Idioms (TE p 203)

Personalize for Learning English Language Support: British vs. American English (TE p 209)

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







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





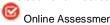
		English Language Support Lesson: Participles and Participial Phrases (On Realize)		
iLit ELL Level D				
Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation (examples) Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion Unit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

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from Life of Pi	The Value of a Sherpa Life	The Value of a Sherpa Life	I am Offering This Poem	I am Offering This Poem
Yann Martel	Grayson Schaffer	Grayson Schaffer	Jimmy Santiago Baca	Jimmy Santiago Baca
			14/2	
			The Writer	The Writer
			Richard Wilbur	Richard Wilbur
			Hugging the Jukebox	Hugging the Jukebox
			Naomi Shihab Nye	Naomi Shihab Nye
				· · · · · · · · · · · · · · · · · · ·
SE pp 212-215	SE pp 216-220	SE pp 220-223	SE pp 224-234	SE pp 234-237
LANGUAGE	MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE
DEVELOPMENT		DEVELOPMENT		DEVELOPMENT
	Concept Vocabulary		Concept Vocabulary	
Concept Vocabulary Students complete activities	physiology; mortality; reincarnation	Concept Vocabulary	treasure; iridescent; luminous	Concept Vocabulary Students complete activities
related to the Concept	reincamation	physiology; mortality; reincarnation	First Read	related to the Concept
Vocabulary words:	First Read	Tellicamation	Students Notice, Annotate,	Vocabulary words:
irresolvable; predatory;	Students Notice, Annotate,	Word Study	Connect, Respond as they	treasure; iridescent; luminous
adversary	Connect, Respond as they	Latin Root: -mort-	read the selection the first	
,	read the selection the first	(a)	time.	Word Study
Word Study: Latin suffixes:	time.	Concept Vocabulary and	First-Read Guide: Poetry	Latin Root: -lum-
-ory and -ary	First-Read Guide:	vvora Study	Thist Redu Galact Footily	Concept Vocabulary and
Concept Vocabulary and	Nonfiction	Word Study: Latin Root: -	Read the Selection	Word Study
Word Study		mort- (RP)	Onlantina Avelin	Manal Otrodon Latin Danto
Word Study: Latin	Read the Selection		Selection Audio	Word Study: Latin Root: -
suffixes: -ory and -ary (RP)	Selection Audio	Word Network	l am Offering This Poem/	Ium- (RP)
Sumixesory and -ary (IXI)		Students add new words to their Word Network as they	The Writer/Hugging the	Word Network
Word Network	The Value of a Sherpa	read texts in the unit.	Jukebox: Accessible Text	Students add new words to
Students add new words to	Life: Accessible Leveled Text	read texts in the drift.		their Word Network as they
their Word Network as they	Comprehension Charle	Analyze Craft & Structure:	Comprehension Check Students complete	read texts in the unit.
read texts in the unit.	Comprehension Check Students complete	Author's Claims and Ideas	comprehension questions.	
A	comprehension questions.	Students will analyze how the	Comprehension questions.	Analyze Craft & Structure:
Analyze Craft & Structure:	comprehension quodiono.	author introduces, develops,	lam Offering This Poem/	Development of Theme
Complex Characters Students will describe Pi's	(A-1)	and refines his argument.		Students will analyze how poets use symbols to develop
character.	The Value of a Sherpa	Analyze Craft and	The Writer/Hugging the	themes.
	Life: First Read Extension Questions	Structure: Author's Claims	Jukebox : First Read Extension Questions	
Analyze Craft and	Questions	and Ideas	Extension Questions	Analyze Craft and
Structure: Complex	Research to Explore	Analyze Craft and	Research to Clarify	Structure: Development of
Characters	Students research an	Structure: Author's Claims	Students research one	Theme
Analyze Craft and	interesting topic.	and Ideas (RP)	unfamiliar detail from the text.	Analyze Craft and
Structure: Complex		,		Structure: Development of
Characters (RP)	Close Read the Text	Author's Style:	Close Read the Text	Theme (RP)











Conventions: Participial versus Absolute Phrases Students complete activities identifying phrases.

Conventions: Participial versus Absolute Phrases

Conventions: Participial versus Absolute Phrases (RP)

Writing to Sources: Argument

Students write an argument that includes claims and counterclaims.

Writing to Sources: Argument, Claims, and Counterclaims

Writing to Sources: Argument, Claims, and Counterclaims (RP)

Evidence Log

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

Selection Test: from Life of Pi

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

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

Close Read the Text

Analyze the Text

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

Analyze the Text

STANDARDS

RI.9-10.10; RI.9-10.5; L.9-10.4.a

Use of Rhetoric

Students find examples of rhetorical devices.

Author's Style: Use of Rhetoric

Author's Style: Use of Rhetoric (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: **Digital Presentation** Students create a digital

presentation.

Speaking and Listening: Digital Presentation

Speaking and Listening: Digital Presentation Digital Presentation (RP)

Value of a Sherpa Life

STANDARDS

RI.9-10.5; RI.9-10.6; SL.9-10.5; L.9-10.4.b

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

Close Read the Text

Analyze the Text

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

Analyze the Text

STANDARDS

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

Author's Style: Figurative Language

Students analyze metaphors and similes from the poems.

Author's Style: Figurative Language

Author's Style: Figurative Language (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: **Oral Presentation**

Students create an oral presentation from a selection of poems.

Speaking and Listening: Oral Presentation

Speaking and Listening: Oral Presentation (RP)

Evidence Log

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

Selection Test: Poetry Collection

STANDARDS

RL.9-10.2; RL.9-10.4; SL.9-10.1.a; SL.9-10.4; SL.9-10.6; L.9-10.4.b; L.9-10.5; L.9-10.5.a









myPerspectives ELL Support

Word Study: Latin suffixes: -ory and -ary (RP) (TE p 212)

Analyze Craft and Structure: Complex Characters (RP) (TE p 213)

Conventions: Participial versus Absolute Phrases (RP) (TE p 214)

Writing to Sources: Argument, Claims, and Counterclaims (RP) (TE p 215)

Personalize for Learning English Language Support: Complex Characters (TE p 213)

English Language Support Lesson: Character (On Realize)

Audio Summary

The Value of a Sherpa Life: Accessible Leveled Text Word Study: Latin Root: mort- (RP) (TE p 220)

Analyze Craft and Structure: Author's Claims and Ideas (RP) (TE p 221)

Author's Style: Use of Rhetoric (RP) (TE p 222)

Speaking and Listening: Digital Presentation Digital Presentation (RP) (TE p 223)

Personalize for Learning **English Language Support:** Parallelism (TE p 222)

English Language Support Lesson: Parallelism (On Realize) Personalize for Learning English Language Support: Figurative Language (TE p 223)

Selection Audio

l am Offering This Poem The Writer/Hugging the Jukebox: Accessible Text

Personalize for Learning English Language Support: Syntax (TE p 225)

Word Study: Latin Root: lum- (RP) (TE p 234)

Analyze Craft and Structure: Development of Theme (RP) (TE p 235)

Author's Style: Figurative Language (RP) (TE p 236)

Speaking and Listening: Oral Presentation (RP) (TE p 237)

Personalize for Learning English Language Support: Figurative Language (TE p 236)

English Language Support Lesson: Figurative Language (On Realize)









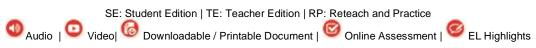


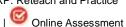


iLit ELL Level D				
"At the Edge: Daring Acts in Desperate Times"	Text: "Into the Death Zone: A Mount Everest	Text: "Into the Death Zone: A Mount Everest	Introduce: Poetry Unit 7 Lesson 1 : Whole	Introduce: Poetry Unit 7 Lesson 1 : Whole
Unit 6 Lesson 2-33	Adventure" Unit 6 Lesson 39-40	Adventure" Unit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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
Focus				
Present an Argument				
SE p 238-239	SE pp 240-241	SE pp 242-244	SE pp 245-247	SE pp 248-249
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
	What does it take to survive?		ASSESSMENT PREP	ASSESSMENT
Plan With Your Group		First Read		
Students will analyze the text,	Independent Learning	Students Notice, Annotate,	Review Evidence for an	Speaking and Listening:
gather evidence and media	Strategies	Connect, Respond as they	Argument	Oral Presentation
examples, and organize ideas.	Create a Schedule	read the selection the first time.	Students evaluate the strength of their evidence.	Students plan and present a brief three- to five-minute oral
ideas.	Practice what you have		strength of their evidence.	presentation.
Rehearse With Your Group	learned	First-Read Guide	Evidence Log	presentation.
Students practice the	Take Notes		Students add notes and	Reflect on the Unit
presentation, fine-tune the		Close-Read Guide	evidence that will be used to	Students reflect on Unit goals,
content and improve use of	Independent Learning	Close-Read Guide	inform the Performance-	learning strategies, and the
media.	Strategies		Based Assessment.	text.
Burney and Early of		Close Read the Text	W	
Present and Evaluate	Table of Contents Preview	Students will review the Close	Writing to Sources:	Reflect on the Unit
Students present as a group and use checklist items to	Preview the selections in the unit and discuss how they	Read Model and complete the	Argument Students will write an	
evaluate.	relate to the EQ and unit	close read sections in the	argument where they state	
evaluate.	topic.	selection.	and defend if people in life-or-	Unit Test
STANDARDS		Analyze the Text	death situations be held	
SL.9-10.4; SL.9-10.5	Contents	Students will respond to	accountable for their actions.	STANDARDS
		questions about the text,		SL.9-10.4
		citing textual evidence.	Argument Rubric	
			Students use the rubric to	
		Quick Write	guide their revisions.	
		Students write about a	STANDARDS	
		paragraph that grabbed their	W.9-10.1.a-e; W.9-10.9; W.9-	
		interest.	10.10	
		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.		
	l .	l .	l .	









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

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

WHOLE-CLASS LEARNING ASSESSMENTS SMALL-GROUP LEARNING INDEPENDENT LEARNING

IMPORTANT NOTES

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

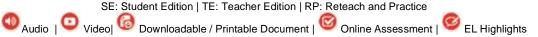
1963: The Year That Changed Everything (1030L)

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)



- 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 fiveminute presentation.

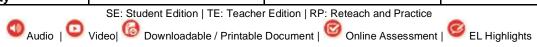
Unit Reflection

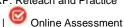
Students will reflect on the unit goals, learning strategies, the texts, and how words inspire change.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Anchor Text	Anchor Text	Anchor Text
	S .	"I Have a Dream"	"I Have a Dream"	"I Have a Dream"
		Dr. Martin Luther King, Jr.	Dr. Martin Luther King, Jr.	Dr. Martin Luther King, Jr.
05 050 057	05 050 050	05 000 004	05 004 005	05 000 007
SE pp 250-257 Unit Goals	SE pp 258-259	SE pp 260- 264 MAKING MEANING	SE pp 261-265 MAKING MEANING	SE pp 266-267 MAKING MEANING
Students will deepen their	Essential Question How can words inspire	MAKING MEANING	MAKING MEANING	MAKING MEANING
understanding of survival by	change?	Concept Vocabulary	Read the Selection	Close Read the Text
reading, writing, speaking,	Change:	prosperity; hallowed;	Read the Selection	Students will review the Close
listening, and presenting.	Whole-Class Learning	tribulations; redemptive;	Comprehension Check	Read Model and complete the
	Strategies	oppression; exalted	Students complete	close read sections in the
Unit Goals Video	Listen actively	The second secon	comprehension questions.	selection.
	Clarify by asking	First Read		
Academic Vocabulary	questions	Students Notice, Annotate,	l Have a Dream: First	Close Read the Text
disrupt, coherent, notation,	Monitor understanding	Connect, Respond as they	Read Extension Questions	Analyze the Text
aggregate, express	Interact and share ideas	read the selection the first	Research to Clarify	Students will respond to
0		time.	Students research one	questions about the text,
Home Connection Letter	Whole-Class Learning	First-Read Guide:	unfamiliar detail from the text.	citing textual evidence.
Spanish Home	Strategies	Nonfiction	diffarillar dotal from the text.	oning toxtaar ovideriee.
Connection Letter			STANDARDS	Analyze Craft & Structure
	Table of Contents Preview	Read the Selection	RI.9-10.10; PI.5	Argument
Unit 3 Answer Key	Preview the selections in the unit and discuss how they	Selection Audio		Students will discuss
	relate to the EQ and unit	The state of the s		rhetorical devices used in the
Launch Text	topic.	l Have a Dream:		speech.
Students will read "1963: The	topio.	Accessible Leveled Text		Analyze Craft and
Year That Changed Everything". They will then				Structure: Argument
be able to the question: How		STANDARDS		
does the writer help the		RI.9-10.10		Analyze Craft and
reader understand the				Structure: Argument (RP)
importance of these events?				STANDARDS
· .				RI.9-10.1; RI.9-10.6; RI.9-
Word Network				10.9
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.				
the Laurion Text.				
Launch Activity				









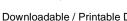


Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire			
Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking			
STANDARDS L.9-10.6			
myPerspectives ELL Support Personalize for Learning		Personalize for Learning	0
English Language Support: Cognates (TE p 253)	Audio Summary I Have a Dream: Accessible Leveled Text	English Language Support: Taking Notes (TE p 264)	Analyze Craft and Structure: Argument (RP) (TE p 267)
	Personalize for Learning English Language Support: Taking Notes (TE p 264)		Personalize for Learning English Language Support: Idioms (TE p 267)

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

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







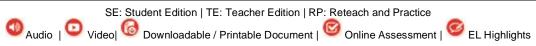


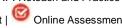
Conventions: Parallel Structure (RP) SELECTION TEST Selection Test: I Have a Dream STANDARDS L.9-10.1; L.9-10.1.a; L.9-10.2.c; L.9-10.4.b myPerspectives ELL Support	Students choose item from text that interests them and formulate research question. STANDARDS RI.9-10.10		Conventions: Relative Clauses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













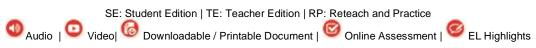
iLit ELL Level D iLit Library iLit Library iLit Library iLit Library iLit Library The King of the United States, We've Got a Job: The 1963 We've Got a Job: The 1963 We've Got a Job: The 1963 The King of the United States, Eleanor Roosevelt Takes a Eleanor Roosevelt Takes a Birmingham Children's March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

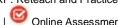












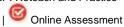


myPerspectives ELL Support				
Audio Summary Remarks on the Assassination of Martin Luther King, Jr.				Personalize for Learning English Language Support: Metaphors (TE p 301)
iLit ELL Level D				
iLit Library The King of the United States, Eleanor Roosevelt Takes a Stand We've Got a Job: The 1963 Birmingham 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
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	Remembering Civil Rights	For My People	For My People	Lessons of Dr. Martin Luther
3	History, When "Words Meant	Margaret Walker	Margaret Walker	King, Jr.
	Everything"	3	3	Cesar Chavez
	Jeffrey Brown	Incident	Incident	0000. 0.10.02
		Natasha Trethewey	Natasha Trethewey	
		Tradacia Transmay	Tratagna Tremewey	
SE pp 304-307	SE pp 308-311	SE pp 312-318	SE pp 318-321	SE pp 322-330
Essential Question	MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING
How can words inspire		minute mention	DEVELOPMENT	
change?	Media Vocabulary	Concept Vocabulary	DEVELOT MENT	Concept Vocabulary
change:	point of view; primary source;	bewildered; blundering;	Concept Vocabulary	activist; radical; advocating
Small-Group Learning	eyewitness; secondary source	trembling	Students complete activities	activist, radical, advocating
Strategies		trembing	related to the Concept	First Read
_	Media Vocabulary	First Read	Vocabulary words:	Students Notice, Annotate,
Prepare	<u> </u>	Students Notice, Annotate,	bewildered; blundering;	Connect, Respond as they
Participate Fully	First Review	Connect, Respond as they	trembling	read the selection the first
Support Others	Students Watch, Note,	read the selection the first	Trembling	
Clarify	Connect, Respond as they	time.	Word Study	time.
	study the images.	_	Latin Root: -trem-	First-Read Guide:
Smail-Group Learning		First-Read Guide: Poetry	_	Nonfiction
Strategies	First Review Guide:		Concept Vocabulary and	
	Media-Video	Read the Selection	Word Study	Read the Selection
Table of Contents Preview		O CALLERY AND THE	Maria Data Data Data	
Preview the selections in the	View the Selection	Selection Audio	Word Study: Latin Root:	Selection Audio
unit and discuss how they	Selection Audio	For My People/Incident:	-trem- (RP)	Lessons of Dr. Martin
relate to the EQ and unit		Accessible Text		Lessons of Dr. Martin
topic.	Remembering Civil	7 GOGGOIDIO TOXC	Word Network	Luther King, Jr.: Accessible
	Rights History, When "Words	Comprehension Check	Students add new words to	Leveled Text
Working as a Team	Meant Everything"	Students complete	their Word Network as they	0
 Take a position 		comprehension questions.	read texts in the unit.	Comprehension Check
 List your rules 	Comprehension Check	comprehension questions.		Students complete
Apply the rules	Students complete	0	Analyze Craft & Structure	comprehension questions.
Name your group	comprehension questions.	For My People/Incident:	Poetic Structure	~
Create a communication	4.00.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.	First Read Extension	Students will analyze basic	Lessons of Dr. Martin
plan	Close Review	Questions	types of stanzas.	Luther King, Jr.: First Read
F-311	Students will listen to the		Analyze Craft and	Extension Questions
Making a Schedule	newscast again and write	Research to Clarify	Structure: Poetic Structures	
Students make a schedule	down new observations.	Students research one	_	Research to Clarify
with group for completing	down now obodivations.	unfamiliar detail from the text.	Analyze Craft and	Students choose one
tasks.	Analyze the Media		Structure: Poetic Structures	unfamiliar detail of the text to
taono.	Students will respond to	Close Read the Text	(RP)	research.
Working on Group Projects	questions about the images.	Students will review the Close	[``	100001011.
Students choose specific		Read Model and complete the	Author's Style:	Research to Explore
roles for each member.	Analyze the Media	,	Punctuation	1.000di oli to Explore
Tolog for each member.				
	SE: Student Edition TE: Teache	r Edition RP: Reteach and Practice		
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Audio	Video W Downloadable / Printable	Document Online Assessment	EL Highlights	Page 51 of 117









EFFECTIVE EXPRESSION

Research

Students research and write a report about events from the Civil Rights era.

Research: Report

Writing to Sources: Short Essay

Students write an essay about "sacred language" and how it affects people.

Writing to Sources: Short Essay

STANDARDS

RI.9-10.10; SL.9-10.2; W.9-10.7

close read sections in the selection.



Analyze the Text

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

Analyze the Text

STANDARDS

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

Students analyze commas, semicolons, and dashes.

Author's Style: Punctuation

Author's Style: Punctuation (RP)

EFFECTIVE EXPRESSION

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)

Evidence Log

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

Selection Test: Poetry Selection

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

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

Close Read the Text

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

Close Read the Text

Analyze the Text

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

STANDARDS

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











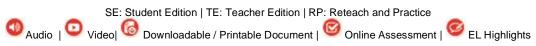


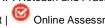
myPerspectives ELL Support				
	Audio Summary Remembering Civil Rights History, When "Words Meant Everything"	Audio Summary For My People/Incident: Accessible Leveled Text Personalize for Learning English Language Support: Background Knowledge (TE p 316)	Word Study: Latin Root: -trem- (RP) (TE p 318) 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













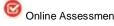
DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:
Lessons of Dr. Martin Luther	Lessons of Dr. Martin Luther	Traveling	Traveling	Speaking and Listening
King, Jr.	King, Jr.	Grace Paley	Grace Paley	Focus
Cesar Chavez	Cesar Chavez	·	•	Multimedia Presentation
SE pp 330-331	SE pp 332-333	SE pp 334-340	SE pp 340-343	SE p 344
LANGUAGE	LANGUAGE	MAKING MEANING	LANGUAGE	PERFORMANCE TASK
DEVELOPMENT	DEVELOPMENT		DEVELOPMENT	
		Concept Vocabulary		Develop a Multimedia
Concept Vocabulary	Author's Style: Cohesion	absolute; sheer; adamant	Concept Vocabulary	Presentation
Students complete activities	and Clarity		Students complete activities	As a group, students develop
related to the Concept	Students locate transitional	First Read	related to the Concept	a multimedia presentation on
Vocabulary words:	words and phrases.	Students Notice, Annotate,	Vocabulary words:	why some words and actions
activist; radical; advocating	Author's Style: Transitions	Connect, Respond as they	absolute; sheer; adamant	produce change.
Word Study: Latin root:	A CALLIOIS OLYIC. HARISHOUS	read the selection the first	Wand Ottobar Et and the	Diam with Van Con
-voc-	Author's Style: Transitions	time.	Word Study: Etymology	Plan with Your Group Students analyze the text,
	(RP)	First-Read Guide:	Concept Vocabulary and	gather evidence and media
Concept Vocabulary and		Nonfiction	Word Study	examples, and organize ideas
Word Study	Research: Team Report		(A)	for the podcast
Word Study: Latin root:	Students write a team report.	Read the Selection	Word Study: Etymology	lor the podcast
-voc- (RP)	Research: Team Report	O C L C C C C C C C C C C C C C C C C C	(RP)	STANDARDS
-VOC- (IXI)	(A)	Selection Audio	Mr. IN.	SL.9-10.4
Word Network	Research: Team Report	Traveling: Accessible	Word Network	J 0L.9-10.4
Students add new words to	(RP)	Leveled Text	Students add new words to	
their Word Network as they			their Word Network as they	
read texts in the unit.	Evidence Log	Comprehension Check	read texts in the unit.	
Todd toxto in the drift.	Students add notes and	Students complete	Analyza Craft & Structure	
Analyze Craft & Structure:	evidence that will be used to	comprehension questions.	Analyze Craft & Structure: Author's Choices: Point of	
Development of Ideas	inform the Performance-	' '	View and Structure	
Students identify cause and	Based Assessment.	@	Students will analyze author's	
effects.	0.0	Traveling: First Read	perspective in the reading.	
_	Selection Test:	Extension Questions		
Analyze Craft and	Lessons of Dr. Martin Luther	Research to Clarify	Analyze Craft and	
Structure: Development of	King, Jr.	Students choose one	Structure: Author's Choices:	
Ideas	•	unfamiliar detail of the text to	Point of View and Structure	
Analyze Craft and	STANDARDS	research.	Analyze Craft and	
Structure: Development of	W.9-10.2.c; W.9-10.7; L.9-	i escaitii.	Structure: Author's Choices:	
Ideas (RP)	10.2.a	Research to Explore	Point of View and Structure	
, ,		Students choose something	(RP)	
STANDARDS		interesting from the text and	(**)	
RI.9-10.3; I.9-10.4.b		formulate a research	Author's Style:	
·		question.	Punctuation	
		-1		
		l		













Close Read the Text Students cite examples of dialogue from the reading. Students will review the Close Read Model and complete the Author's Style: close read sections in the Punctuation selection. Author's Style: Close Read the Text Punctuation (RP) Analyze the Text **EFFECTIVE EXPRESSION** Students will respond to questions about the text, Speaking and Listening: citing textual evidence. Debate Analyze the Text Students debate a question raised by Paley's memoir. **STANDARDS** Speaking and Listening: RI.9-10.10: L.9-10.4.a; L.9-Debate 10.4.d Speaking and Listening: Debate (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Traveling **STANDARDS** RI.9-10.3; RI.9-10.5; SL.9-10.1.c; L.9-10.4.b

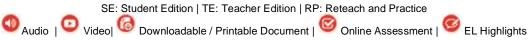






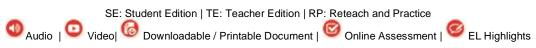








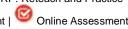
myPerspectives ELL Support				
Word Study: Latin Root: -voc- (RP) (TE p 330) Analyze Craft and Structure: Development of Ideas (RP) (TE p 331) Personalize for Learning English Language Support: Using Cause and Effect (TE p 332) English Language Support Lesson: Cause and Effect (On Realize)	Author's Style: Transitions (RP) (TE p 332) Research: Team Report (RP) (TE p 333)	Audio Summary Traveling: Accessible Leveled Text Analyze the Text Personalize for Learning English Language Support: Syntax (TE p 335)	Word Study: Etymology (RP) (TE p 340) Analyze Craft and Structure: Author's Choices: Point of View and Structure (RP) (TE p 341) Author's Style: Punctuation (RP) (TE p 342) Speaking and Listening: Debate (RP) (TE p 343) Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 341) Personalize for Learning English Language Support: Punctuating Dialogue (TE p 342) English Language Support: Punctuating Dialogue (TE p 342) English Language Support Lesson: Punctuation (On Realize)	





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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE p 345	SE pp 346-347	SE pp 348-350	SE pp 351-353	SE pp 354-355
Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media. Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS SL.9-10.5; SL.9-10.6	Essential Question How can words inspire change? Independent Learning Strategies Create a Schedule Practice what you have learned Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide Close-Read Guide Close Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	Review Evidence for an Informative Essay Students evaluate the strength of their evidence. Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Writing to Sources: Informative Essay Students will write an informative essay explaining how words have the power to provoke, calm, or inspire. Informative Text Rubric Students use the rubric to guide their revisions. 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	PERFORMANCE-BASED ASSESSMENT Speaking and Listening: Multimedia presentation Students plan and present a brief three- to five-minute multimedia presentation. Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test STANDARDS SL.9-10.4; SL.9-10.5; SL.9-10.6





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

GRADE 9 | UNIT 4: Star-Crossed Romances ESSENTIAL QUESTION: Do we determine our own destinies?

PERFORMANCE BASED ASSESSMENT: Argument

NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

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

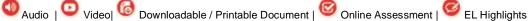
Small-Group Learning

- 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)













• 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.

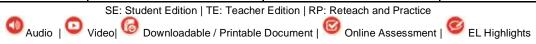
Unit Reflection

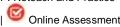
Students will reflect on the unit goals, learning strategies, the texts, and if we determine our own destinies.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Literature and Culture	Anchor Text	Anchor Text
		Historical Context	The Tragedy of Romeo and	The Tragedy of Romeo and
		The Tragedy of Romeo and	Juliet, Act I	Juliet, Act I
		Juliet	William Shakespeare	William Shakespeare
SE pp 356-363	SE pp 364-365	SE pp 366-373	SE pp 374-397	SE pp 397-399
Unit Goals	Essential Question	LITERATURE AND	MAKING MEANING	LANGUAGE
Students will deepen their	Do we determine our own	CULTURE		DEVELOPMENT
understanding of star-crossed	destinies?		Concept Vocabulary	
romance by reading, writing,		Historical Context	mutiny; transgression;	Concept Vocabulary
speaking, listening, and	Whole-Class Learning	Students analyze the key	heretics	Students complete activities
presenting.	Strategies	events and characteristics of		related to the Concept
Unit Goals Video	 Listen actively 	the time period that led to the	First Read	Vocabulary words:
	 Clarify by asking 	Renaissance.	Students Notice, Annotate,	mutiny; transgression;
Academic Vocabulary	questions	Elizabethan England	Connect, Respond as they	heretics
endure; pathos; compelling;	 Monitor understanding 	Students read about the	read the selection the first	
propose; recurrent	 Interact and share ideas 	Renaissance in England and	time.	Word Study: Latin Prefix:
	(D) A/I - 1 - O1 1 1	the Elizabethan World.	(A	-trans-
@ 11	Whole-Class Learning	the Elizabethan World.	First-Read Guide: Fiction	Students complete activities
Home Connection Letter	Strategies	Theater in Elizabethan		related to the Latin Prefix
Spanish Home	Table of Contents Preview	England	Read the Selection	Mand Ottober Latin Destin
Connection Letter	Preview the selections in the	Students explore acting and	Selection Audio	Word Study : Latin Prefix:
@	unit and discuss how they	theater during the Middle		-trans- (RP)
Unit 4 Answer Key	relate to the EQ and unit	Ages.	The Tragedy of Romeo	
Laurah Taut	topic.		and Juliet, Act I: Accessible	Word Network
Launch Text Students will read "Romeo	topic.	William Shakespeare	Text	Students add new words to
		Students will read a short		their Word Network as they
and Juliet: A Tragedy? Or Just a Tragic		biography about William	Comprehension Check	read texts in the unit.
Misunderstanding?" They will		Shakespeare.	Students complete	
then be able to the question:			comprehension questions.	Analyze Craft and
What is the writer's position,		Close Read the Text		Structure: Elements of
and what evidence supports		Annotate	The Tragedy of Romeo	Drama
it?		Question	and Juliet, Act I: First Read	Students complete activities
		 Conclude 	Extension Questions	to analyze dialogue.
Word Network		Close Read the Text	Close Read the Text	Analyze Craft and
Students add new words to		Ologe Read the Text	Students will review the Close	Structure: Elements of Drama
their Word Network as they			Read Model and complete the	(a)
read texts in the unit.			close read sections in the	Analyze Craft and
Word Network			selection.	Structure: Elements of Drama
- VVOIG INCLWOIK				(RP)
Summary			Close Read the Text	<u> </u>
Students write a summary of				Author's Style: Figurative
the Launch Text.			Analyze the Text	Language
	OF Outlied Falls of Translation	F. British I. D.D. Data and British and Data Care	<u> </u>	







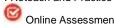




Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies? Evidence Log Students add notes and evidence that will be used to inform the Performance-Based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





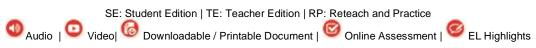




			Personalize for Learning English Language Support: Syntax (TE p 395)	English Language Support Lesson: Oxymoron (On Realize)
iLit ELL Level D				
Summarize (examples)	Rules for Conversation	Introduce Drama	Introduce Drama	iLit Library
Unit 4 Lesson 48: Whole	Routine	Unit 3 Lesson 1: Whole	Unit 3 Lesson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











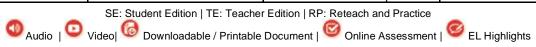
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
The Tragedy of Romeo and	The Tragedy of Romeo and	The Tragedy of Romeo and	The Tragedy of Romeo and	The Tragedy of Romeo and
Juliet, Act II	Juliet, Act II	Juliet, Act III	Juliet, Act III	Juliet, Act IV
William Shakespeare	William Shakespeare	William Shakespeare	William Shakespeare	William Shakespeare
SE pp 400-421	SE pp 421-423	SE pp 424-447	SE pp 447-449	SE pp 450-465
MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE	MAKING MEANING
	DEVELOPMENT		DEVELOPMENT	
Concept Vocabulary		Concept Vocabulary		Concept Vocabulary
cunning; counterfeit;	Concept Vocabulary	exile; banishment; pardon	Concept Vocabulary	lamentable; distressed;
confidence	Students complete activities		Students complete activities	melancholy
	related to the Concept	First Read	related to the Concept	
First Read	Vocabulary words:	Students Notice, Annotate,	Vocabulary words:	First Read
Students Notice, Annotate,	cunning; counterfeit;	Connect, Respond as they	exile; banishment; pardon	Students Notice, Annotate,
Connect, Respond as they	confidence	read the selection the first		Connect, Respond as they
read the selection the first		time.	Word Study: Latin Prefix:	read the selection the first
time.	Word Study: Latin Prefix:	First-Read Guide: Fiction	ex-	time.
First-Read Guide: Fiction	counter-	1 list-iteau Guide. I iction	Students complete activities	First-Read Guide: Fiction
That Read Guide. Fiction	Students complete activities	Read the Selection	related to the Latin Prefix: ex-	Thist redu Galac. Flotion
Read the Selection	related to the Latin Prefix:		Concept Vocabulary and	Read the Selection
	counter-	Selection Audio	Word Study	
Selection Audio	Concept Vocabulary and	The Tragedy of Romeo		Selection Audio
The Tragedy of Romeo	Word Study	and Juliet, Act III:	Word Study Latin Prefix:	The Tragedy of Romeo
and Juliet, Act II:	Mand Otrobal atia Darting	Accessible Text	ex- (RP)	and Juliet, Act IV:
Accessible Text	Word Study Latin Prefix:	7.00000.2.0	Word Network	Accessible Text
	counter- (RP)	Comprehension Check	Students add new words to	
Comprehension Check	Word Network	Students complete	their Word Network as they	Comprehension Check
Students complete	Students add new words to	comprehension questions.	read texts in the unit.	Students complete
comprehension questions.	their Word Network as they		read texts in the drift.	comprehension questions.
	read texts in the unit.	The Tragedy of Romeo	Analyze Craft and	
The Tragedy of Romeo	road toxto in the drin.	and Juliet, Act III: First Read	Structure: Dramatic	The Tragedy of Romeo
and Juliet, Act II: First Read	Analyze Craft and	Extension Questions	Structures	and Juliet, Act IV: First Read
Extension Questions	Structure: Poetic Structure	Extension Questions	Students complete activities	Extension Questions
LAGISION QUESTIONS	Students complete activities	Research to Clarify	to analyze Mercutio's	LAGISION QUESTIONS
Research to Clarify	to mark stressed syllables in	Students research one	dialogue.	Research to Clarify
Students research one	lines of the poem.	unfamiliar detail from the text.		Students research one
unfamiliar detail from the text.	Analyze Craft and		Analyze Craft and Structure: Dramatic	unfamiliar detail from the text.
	Structure: Poetic Structure	Close Read the Text	Structure: Dramatic Structures	
Close Read the Text	Structure. Fuelic Structure	Students will review the Close	Structures	Close Read the Text
		Read Model and complete the		













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



Analyze the Text

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

STANDARDS

RLI.9-10.10

Analyze Craft and Structure: Poetic Structure (RP)

Speaking and Listening: **Dramatic Interpretation** Students present an interpretation of a scene.

Speaking and Listening: **Dramatic Interpretation**

Speaking and Listening: Dramatic Interpretation (RP)

Evidence Log

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

STANDARDS

RL.9-10.5; L.9-10.4.b; SL.9-10.6

close read sections in the selection.



Analyze the Text

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

STANDARDS

RL.9-10.10

Analyze Craft and Structure: Dramatic Structures (RP)

EFFECTIVE EXPRESSION

Writing to Sources: Dual **Character Study**

Students write a dual character study.

Writing: Dual Character Study

Writing: Dual Character Study (RP)

Evidence Log

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

STANDARDS

L.9-10.4.b; W.9-10.2

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



Analyze the Text

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

LANGUAGE DEVELOPMENT

Concept Vocabulary

Students complete activities related to the Concept Vocabulary words: lamentable; distressed; melancholy

Word Study: Latin Root:

-stress-

Students complete activities related to the Latin Root: -stress-

Concept Vocabulary and Word Study

Word Study Latin Root: -stress- (RP)

Word Network

Students identify examples of comic relief.

Analyze Craft and Structure: Dramatic **Elements**

Students complete activities to analyze Mercutio's dialogue.













		Analyze Craft and Structure: Dramatic Elements Analyze Craft and Structure: Dramatic Elements (RP)
		EFFECTIVE EXPRESSION
		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? Speaking and Listening: Classroom Debate Speaking and Listening: Classroom Debate (RP)
		Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.
		Selection Test: The Tragedy of Romeo and Juliet, Act IV
		STANDARDS RL.9-10.10; W.9-10.1; SL.9- 10.4; L.9-10.4.b; L.9-10.5

myPerspectives ELL Support

Audio Summary

The Tragedy of Romeo and Juliet. Act II

Personalize for Learning English Language Support: **Extended Metaphor** (TE p 403)

Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 410)

Personalize for Learning English Language Support: Context Clues (TE p 418)

Word Study Latin Prefix: counter-(RP) (TE p 421)

Analyze Craft and Structure: Poetic Structure (RP) (TE p 422)

Speaking and Listening: Dramatic Interpretation (RP) (TE p 423)

Personalize for Learning English Language Support: Presenting a Dramatic Interpretation (TE p 423)

English Language Support Lesson: Dramatic Interpretation (On Realize) Audio Summary

The Tragedy of Romeo and Juliet. Act III

Personalize for Learning English Language Support: Fluency with Reading (TE p 434)

Personalize for Learning English Language Support: Idioms (TE p 444)

Word Study Latin Prefix: ex- (RP) (TE p 447)

Analyze Craft and Structure: Dramatic Structures (RP) (TE p 448)

Writing: Dual Character Study (RP) (TE p 449)

Personalize for Learning **English Language Support:** Modern Foils (TE p 449)

English Language Support Lesson: Dramatic Speeches (On Realize)

Audio Summary

The Tragedy of Romeo and Juliet. Act IV

Word Study Latin Root: -stress- (RP) (TE p 463)

Malyze Craft and Structure: Dramatic Elements (RP) (TE p 464)

Speaking and Listening: Classroom Debate (RP) (TE p 465)

Personalize for Learning English Language Support: Figurative Language (TE p 459)

Personalize for Learning English Language Support: Words with Similar Meanings (TE p 460)

English Language Support Lesson: Classroom Debate (On Realize)

iLit ELL Level D	iLit ELL Level D				
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	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	iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group	
Figurative Language (examples) Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time	Стоир	Fluency Unit 4 Lesson 6: Work Time Unit 4 Lesson 30: whole Group	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	Use Greek and Latin Roots Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time	

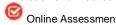
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
Anchor Text	Anchor Text	Anchor Text	WRITING FOCUS	WRITING FOCUS
The Tragedy of Romeo and	The Tragedy of Romeo and	Pyramus and Thisbe	Write an Argument	Write an Argument
Juliet, Act V	Juliet, Act V			
William Shakespeare	William Shakespeare			
SE pp 466-481	SE pp 482-485	SE pp 486-493	SE pp 494-496	SE pp 497-499
MAKING MEANING	LANGUAGE	MAKING MEANING	PERFORMANCE TASK	LANGUAGE
	DEVELOPMENT			DEVELOPMENT:
Concept Vocabulary		Concept Vocabulary	Write an Argument	CONVENTIONS
desperate; meager; misery;	Concept Vocabulary	forbidden; steal; tryst	Students write a literary	
penury	Students complete activities	, , ,	criticism in response to	Supporting Argument:
	related to the Concept	First Read	whether destiny or personal	Using Quotations
First Read	Vocabulary words:	Students Notice, Annotate,	choices have a greater impact	Students revisit passages
Students Notice, Annotate,	desperate; meager; misery;	Connect, Respond as they	on a character.	they would like to include in
Connect, Respond as they	penury	read the selection the first		their essays.
read the selection the first		time.	PreWriting/Planning	
time.	Word Study: Word Families	First-Read Guide: Fiction	Students focus their research	Revising
First-Read Guide: Fiction	Students examine words that	1 II St-I Ceau Guide. 1 Iction	and evaluate sources.	Students evaluate and revise
The Read Galact Florion	relate to the same word	Read the Selection	D. W.	draft utilizing peer reviews.
Read the Selection	family.		Drafting	Edition and December
	Concept Vocabulary and	Selection Audio	Students organize and write a first draft.	Editing and Proofreading Students edit for conventions
Selection Audio	Word Study	Pyramus and Thisbe:	ilist diait.	and proofread for accuracies.
The Tragedy of Romeo	(a) 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Accessible Leveled Text	STANDARDS	and prooffead for accuracies.
and Juliet, Act V:	Word Study Word	7.00000.000	W.9-10.1.a-e; W.9-10.10; L.9-	Publishing and Presenting
Accessible Text	Families (RP)	Comprehension Check	10.3.a	Students create a final
	Word Network	Students complete	10.0.0	version of their essay and
Comprehension Check	Students add new words to	comprehension questions.		share in small groups.
Students complete	their Word Network as they			5 .
comprehension questions.	read texts in the unit.	Pyramus and Thisbe First		Reflecting
		Read Extension Questions		Students reflect on their
The Tragedy of Romeo	Conventions: Parallelism	Nead Extension Questions		informative essays.
and Juliet, Act V: First Read	Students complete activities	Research to Clarify		
Extension Questions	recognizing parallel words or	Students research one		STANDARDS
Extension adoctions	phrases.	unfamiliar detail from the text.		W.9-10.1.b; W.9-10.1.c; W.9-
Research to Clarify	Conventions: Parallelism			10.1.d; W.9-10.1.e; L.9-10.2.b
Students research one	Conventions, i araileisin	Research to Explore		
unfamiliar detail from the text.	Conventions: Parallelism	Students research other plays		
	(RP)	or stories inspired by		
Research to Explore		Pyramus and Thibe.		
	Writing to Sources:			
	Persuasive Letter	Close Read the Text		













Students research whether the Montagues and Capulets were real families.

Close Read the Text

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



Analyze the Text

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

Analyze Craft and Structure: Tragedy

Students identify elements that contribute to the play's tragic ending.

Analyze Craft and Structure: Tragedy

Malyze Craft and Structure: Tragedy (RP)

STANDARDS

RL.9-10.3; RL.9.10-5; RL.9-10.10

Students write a persuasive letter to fellow students.

Writing to Sources: Persuasive Letter

Writing to Sources: Persuasive Letter (RP)

Speaking and Listening: Performance Review

Students present a performance review of a section of the production listened to.

Speaking and Listening: Performance Review

Speaking and Listening: Performance Review (RP)

Evidence Log

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

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

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



Analyze the Text

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

LANGUAGE DEVELOPMENT

Concept Vocabulary

Students complete activities related to the Concept Vocabulary words: forbidden; steal; tryst

Word Study: Multiple-**Meaning Words**

Students find multiplemeaning works in the text.

Word Study: Connotation

Word Network

Students identify examples of comic relief.

Word Network

EFFECTIVE EXPRESSION

Writing to Compare **Analytical Essay**

Students write an essay examining the presentation of the archetypal theme of illfated love.

Writing to Compare: Analytical Essay













myPerspectives ELL Support		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.9-10.9; RL.9-10.10; W.9-10.2; W.9-10.9.a; L.9-10.5	
Audio Summary The Tragedy of Romeo and Juliet, Act V Analyze Craft and Structure: Tragedy (RP) (TE p 481) Personalize for Learning English Language Support: Figurative Language (TE p 471) Personalize for Learning English Language Support: Syntax (TE p 472) Personalize for Learning English Language Support: Understanding Tragic Flaws (TE p 481) English Language Support: Understanding Tragic Flaws (TE p 481)	Word Study Word Families (RP) (TE p 482) Conventions: Parallelism (RP) (TE p 483) Writing to Sources: Persuasive Letter (RP) (TE p 484) Speaking and Listening: Performance Review (RP) (TE p 485)	Audio Summary Pyramus and Thisbe: Accessible Leveled Text Personalize for Learning English Language Support: Using Archetypal Plots (TE p 492)	Personalize for Learning English Language Support: Paraphrasing Quotations (TE p 497)

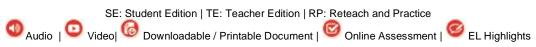
iLit ELL Level D	iLit ELL Level D			
iLit Library	iLit Library	iLit Library	Argumentative Writing	Argumentative Writing
Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Unit 2 Lesson 23: Whole	Unit 2 Lesson 23: Whole
Macbeth	Macbeth	Macbeth	Group; Work Time	Group; Work Time
Hamlet	Hamlet	Hamlet	Unit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

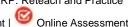
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	Romeo and Juliet is a Terrible	Romeo and Juliet is a Terrible	Romeo and Juliet is a Terrible	In Defense of Romeo and
	Play: and David Leveaux	Play: and David Leveaux	Play: and David Leveaux	Juliet: It's Not Childish, It's
	Can't Change That	Can't Change That	Can't Change That	*About* Childishness
	Alyssa Rosenberg	Alyssa Rosenberg	Alyssa Rosenberg	Noah Berlatsky
SE pp 500-503	SE pp 504-510	SE p 511	SE p 512	SE p 513
Essential Question	MAKING MEANING	MAKING MEANING	MAKING MEANING	LANGUAGE
Do we determine our own				DEVELOPMENT
destinies?	Concept Vocabulary	Comprehension Check	Close Read the Text	
	intrigued; credulity;	Students complete	Students will review the Close	Analyze Craft & Structure:
Small-Group Learning	indignation	comprehension questions.	Read Model and complete the	Argumentative Text
Strategies	Flori Book	~	close read sections in the	Students will gather
Prepare	First Read Students Notice, Annotate,	Romeo and Juliet Is a	selection.	information about the arguments the two articles
Participate Fully	Connect, Respond as they	Terrible Play, and David	Close Read the Text	present.
Support Others	read the selection the first	Leveaux Can't Change		
 Clarify 	time.	That/In Defense of Romeo	Analyze the Text	Analyze Craft and
Small-Group Learning	@	and Juliet: It's Not Childish,	Students will respond to	Structure: Argumentative Text
Strategies	First-Read Guide:	*About* Childishness: First	questions about the text,	Analyze Craft and
	Nonfiction	Read Extension Questions	citing textual evidence.	Structure: Argumentative Text
Table of Contents Preview	Read the Selection	Research to Explore	Analyze the Text	(RP)
Preview the selections in the		Students research an		
unit and discuss how they	Selection Audio	interesting topic and	LANGUAGE	STANDARDS
relate to the EQ and unit	Romeo and Juliet Is a	formulate a research	DEVELOPMENT	RI.9-10.8; PI.10.a
topic.	Terrible Play, and David	question.	On an and Marcall, Inc.	
Working as a Team	Leveaux Can't Change		Concept Vocabulary Students complete activities	
Take a position	That/In Defense of Romeo		related to the Concept	
List your rules	and Juliet: It's Not Childish,		Vocabulary words:	
Apply the rules	*About* Childishness:		intrigued; credulity;	
Name your group	Accessible Leveled Text		indignation	
Create a communication	CTANDARDO		G	
plan	STANDARDS RI.9-10.10: L.9-10.4.a		Word Study	
	N.J-10.10. L.J-10.4.a		Latin Root: -cred-	
Making a Schedule			Concept Vocabulary and	
Students make a schedule			Word Study	
with group for completing				
tasks.			Word Study: Latin Root: -cred- (RP)	
Working on Group Projects			-016u- (NF)	
Students choose specific			Word Network	
roles for each member.				













		Students add new words to their Word Network as they read texts in the unit. STANDARDS L.9-10.4.b	
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 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
	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) iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole	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) iLit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Argumentative Writing Unit 2 Lesson 23: Whole	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) ILit Library Romeo and Juliet Macbeth Hamlet Introduce Drama Unit 3 Lesson 1: Whole Group Argumentative Writing Unit 2 Lesson 31: Vocabulary;

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
In Defense of Romeo and	In Defense of Romeo and	Twenty Years On: The	Twenty Years On: The	Tragic Romeo and Juliet
Juliet: It's Not Childish, It's	Juliet: It's Not Childish, It's	Unfinished Lives of Bosnia's	Unfinished Lives of Bosnia's	offers Bosnia Hope
About Childishness	*About* Childishness	Romeo and Juliet	Romeo and Juliet	Nic Robertson
		Gordana Sandic-	Gordana Sandic-	
		Hadzihasanovic	Hadzihasanovic	
SE p 514	SE p 515	SE pp 516-521	SE pp 521-523	SE pp 524-529
LANGUAGE	EFFECTIVE EXPRESSION	MAKING MEANING	LANGUAGE	MAKING MEANING
DEVELOPMENT	144.141 4 . O	On the state of th	DEVELOPMENT	AR. P. M I I.
A (b) 3- 0(-1)	Writing to Sources:	Concept Vocabulary		Media Vocabulary
Author's Style:	Criticisms	besieged; surrounding;	Concept Vocabulary	human Interest Story;
Organization	Students write their own	intervened	Students complete activities	establishing shot; reporter
Students identify the	criticisms about creative		related to the Concept	stand-ups; montage
transitions in each passage.	works.	First Read	Vocabulary words:	<u></u>
Author's Style:	Writing to Sources:	Students Notice, Annotate,	besieged; surrounding;	First Review
Organization	Criticisms	Connect, Respond as they	intervened	Students Watch Note,
		read the selection the first		Connect, Respond as they
Author's Style:	Writing to Sources:	time.	Word Study	watch the video.
Organization (RP)	Criticisms (RP)	First-Read Guide:	Latin Prefix: inter-	First Review Guide:
		Nonfiction	Concept Vocabulary and	Media Video
STANDARDS	Evidence Log	TTOTHIOGOTT	Word Study	Wodia Vidoo
RI.9-10.3; W.9-10.2.c	Students add notes and	Read the Selection		Listen to the Selection
	evidence that will be used to		Word Study: Latin Prefix:	
	inform the Performance-	Selection Audio	inter- (RP)	Selection Audio
	Based Assessment.	Twenty Years On: The		Tragic Romeo and Juliet
		Unfinished Lives of Bosnia's	Word Network	offers Bosnia Hope
	Selection Test:	Romeo and Juliet: Accessible	Students add new words to	oners bosina riope
	Romeo and Juliet Is a Terrible	Leveled Text	their Word Network as they	Comprehension Check
	Play, and David Leveaux	Leveled Text	read texts in the unit.	Students complete
	Can't Change That/In	Comprehension Check		comprehension questions.
	Defense of Romeo and Juliet:	Students complete	Analyze Craft & Structure:	comprehension questions.
	It's Not Childish, *About*	comprehension questions.	Journalism	Close Review
	Childishness	comprehension questions.	Students will analyze various	Students will watch the video
	Official filess	0	elements of a feature article.	again and write down new
		Twenty Years On: The	Analyze Craft and	observations.
	STANDARDS	Unfinished Lives of Bosnia's	Structure: Journalism	
	RI.9-10.8; W.9-10.1.a	Romeo and Juliet: First Read	_	Close-Review Guide:
	131.0-10.0, vv.3-10.1.a	Extension Questions	Analyze Craft and	Media-Video
			Structure: Journalism (RP)	
		Research to Explore		Analyze the Media
		Students choose something	Conventions: Phrases	Students will respond to
		interesting from the text and	Students practice revising	questions about the video.
		formulate a research	sentences to strengthen	
		question.	writing.	<u> </u>
		1	1 3	











Close Read the Text

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



Close Read the Text

Analyze the Text

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



Analyze the Text

STANDARDS

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

Conventions: Phrases



Conventions: Phrases

(RP)

Evidence Log

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

STANDARDS

RI.9-10.5: L.9-10.1.b: L.9-10.4.b; L.9-10.4.d; PII.3

LANGUAGE **DEVELOPMENT:**

Media Vocabulary

Students complete activities related to the media Vocabulary words: human interest Story; establishing shot; reporter stand-ups; montage

Media Vocabulary

EFFECTIVE EXPRESSION

Writing to Compare: Argument

Students write a compare and contrast essays about journalism.

Writing to Sources: Argument

Evidence Log

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

STANDARDS

RI.9-10.7; W.9-10.1; L.9-10.6

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





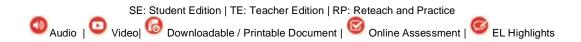








myPerspectives ELL Support				
Author's Style: Organization (RP) (TE p 514)	Writing to Sources: Criticisms (RP) (TE p 515)	Audio Summary Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: Accessible Leveled Text	Word Study: Latin Prefix: inter- (RP) (TE p 521) Analyze Craft and Structure: 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



DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
Focus Present an Argument				
Tresent an Argument				
SE pp 530-531	SE pp 532-533	SE pp 534-536	SE pp 537-539	SE pp 540-541
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
On a chiam and historian	How do we determine our	First Bood Oxide	ASSESSMENT PREP	ASSESSMENT
Speaking and Listening Focus: Present an	own destinies?	First-Read Guide Students Notice, Annotate,	Review Evidence for an	Speaking and Listening:
Argument	Independent Learning	Connect, Respond as they	Argument	Multimedia presentation
Students will develop a	Strategies	read the selection the first	Students evaluate the	Students plan and present a
presentation that addresses	Create a Schedule	time.	strength of their evidence.	brief three- to five-minute
the question: What is	Practice what you have	First Read Guide		multimedia presentation.
compelling about stories in	learned	First Read Guide	Evidence Log	
which people face a tragic	Take Notes	Close-Read Guide	Students add notes and	Reflect on the Unit
destiny?			evidence that will be used to inform the Performance-	Students reflect on Unit goals, learning strategies, and the
Plan With Your Group	Independent Learning	Close Read Guide	Based Assessment.	text.
Students will analyze the text,	Strategies	Close Read the Text	Based 7 loss contients	toxi:
gather evidence and media	C. a.eg.ee	Students will review the Close	Writing to Sources:	Reflect on the Unit
examples, and organize	Table of Contents Preview	Read Model and complete the	Argument	Reflect on the Unit
ideas.	Preview the selections in the	close read sections in the	Students will write an	00
Bahaaraa with Vaur Graun	unit and discuss how they	selection.	argument in the form of a	
Rehearse with Your Group Students practice the	relate to the EQ and unit	A	literary criticism that addresses the question of	OTANDADDO
podcast, fine-tune the content	topic.	Analyze the Text	whether the opinions of	STANDARDS
and improve use of media.	00	Students will respond to questions about the text,	others should affect their own	SL.9-10.4; SL.9-10.5; SL.9- 10.6
·	Contents	citing textual evidence.	choices.	10.0
Present and Evaluate		79 10/11001		
Students present as a group		Quick Write	Literary Criticism Rubric	
and use checklist items to		Students write about a	Students use the rubric to	
evaluate.		paragraph that grabbed their	guide their revisions.	
STANDARDS		interest.	STANDARDS	
SL.9-10.4; SL.9-10.5		Share Your Independent	W.9-10.1.a; W.9-10.1.b; W.9-	
		Learning	10.b; W-9.10	
		Students share what they		
		learned from independent		
		learning with a group and		
		reflect on how it adds to their		
		understanding of American identity.		
		identity.		
				I .











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

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

WHOLE-CLASS LEARNING ASSESSMENTS SMALL-GROUP LEARNING INDEPENDENT LEARNING

IMPORTANT NOTES

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

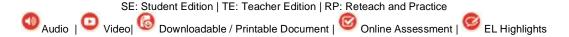
Selections & Media

Launch Text

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

Whole-Class Learning

- Literature and Culture: Historical Context, the Odyssev
- 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



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 mater 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.

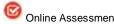
Unit Reflection

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
UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Literature and Culture	Anchor Text	Anchor Text
		Historical Context	from The Odyssey, Part 1	from The Odyssey, Part 1
		The Odyssey	Homer	Homer
SE pp 542-549	SE pp 550-551	SE pp 552-557	SE pp 558-591	SE pp 591-592
Unit Goals	Essential Question	LITERATURE AND	MAKING MEANING	LANGUAGE
Students will deepen their	What can we learn from a	CULTURE		DEVELOPMENT
understanding of star-crossed	journey?	00210112	Composit Vocabulant	2212201 2 .11
romance by reading, writing,	, , , , , , , , , , , , , , , , , , , ,	Historical Context	Concept Vocabulary plundered; fugitives; avenge;	Concept Vocabulary
speaking, listening, and	Whole-Class Learning	Students analyze a brief	dispatched; ventured; tactics	Students complete activities
presenting.	Strategies	history of ancient Greece and	dispatched, ventured, tactics	related to the Concept
Unit Goals Video	 Listen actively 	Greek mythology and	First Bood	Vocabulary words:
Unit Goals video	Clarify by asking	customs.	First Read Students Notice, Annotate,	plundered; fugitives; avenge;
Academic Vocabulary	questions		Connect, Respond as they	dispatched; ventured; tactics
endure; pathos; compelling;	Monitor understanding	Homer, Epic Poet	read the selection the first	
propose; recurrent	Interact and share ideas	Students discuss the	time.	Word Study: Word Parts
propose, resultent		existence of Homer and whether it matters.		Students complete activities
@	Whole-Class Learning	whether it matters.	First-Read Guide: Poetry	related to Word Parts.
Home Connection Letter	Strategies			@
Spanish Home	Table of Contents Preview		Read the Selection	Concept Vocabulary and
Connection Letter			Selection Audio	Word Study
	Preview the selections in the unit and discuss how they			Word Study: Word Parts
Unit 5 Answer Key	relate to the EQ and unit		from The Odyssey, Part 1:	(RP)
Launch Text	topic.		Accessible Text	` '
Students will read "Gone and	topic.			Word Network
Back Again: A Traveler's			Comprehension Check	Students add new words to
Advice". They will then be			Students complete	their Word Network as they
able to determine if the order			comprehension questions.	read texts in the unit.
in which the details appear				
help the reader understand			@	Analyze Craft and
the thesis.			from The Odyssey, Part 1:	Structure: Oral Tradition
			First Read Extension	Students complete activities
Word Network			Questions	to analyze dialogue.
Students add new words to			Research to Clarify	Analyze Craft and
their Word Network as they			Students research one	Structure: Oral Tradition
read texts in the unit.			unfamiliar detail from the text.	
Word Network				Analyze Craft and
			Research to Explore	Structure: Oral Tradition (RP)
Summary			Students research one of the	
Students write a summary of			locations mentioned in the	STANDARDS
the Launch Text.			poem.	L.9-10.4.b; L.9-10.5
	OF Outland Filting LTF Tranks	Edition I BB. Between and Benefits		

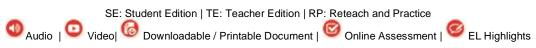








Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: When does the journey matter more than the destination? Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.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





			Domain-Specific Vocabulary (TE p 576) Personalize for Learning English Language Support: Dependent Clauses (TE p 578)	
iLit ELL Level D				
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	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 Odyssey The Iliad Greek Myths	iLit Library The Odyssey The Iliad Greek Myths 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	iLit Library The Odyssey The Iliad Greek Myths

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	from the Odyssey, A Graphic
from The Odyssey, Part 1	from The Odyssey, Part 2	from The Odyssey, Part 2	from The Odyssey, Part 2	Novel
Homer	Homer	Homer	Homer	Gareth Hinds
SE n 502	SE no 504 649	SE no 610 621	SE no 633 633	SE nn 624 620
SE p 593 Speaking and Listening:	SE pp 594-618 MAKING MEANING	SE pp 619-621 MAKING MEANING	SE pp 622-623 LANGUAGE	SE pp 624-630 MAKING MEANING
Conversation	WAKING WEANING	WAKING WEANING	DEVELOPMENT	MAKING MEANING
Students deliver a	Concept Vocabulary	Analyze Craft and	DEVELOPMENT	Media Vocabulary
conversation among ordinary	craft; dissemble; incredulity;	Structure: Figurative	Writing to Sources:	panel; splash; tier; gutter;
Greeks discussing Odysseus'	bemusing; guise; deceived	Language	Biography	caption; speech bubble
exploits.	galoo, accentou	Students compare similes.	Students write a short	caption, operating applies
	First Read		biography of Odysseus.	First Review
Speaking and Listening:	Students Notice, Annotate,	Analyze Craft and		Students Look, Note,
Conversation	Connect, Respond as they	Structure: Figurative	Writing to Sources:	Connect, Respond as they
Speaking and Listening:	read the selection the first	Language	Biography	read the graphic novel.
Conversation (RP)	time.	Analyze Craft and	Writing to Sources:	First Review Guide:
(,	First-Read Guide: Poetry	Structure: Figurative	Biography (RP)	Media Art/Photography
Evidence Log	First-Read Guide. Fletily	Language (RP)	3 1 7 ()	I wedia An/Photography
Students add notes and	Read the Selection	5 5 7	Speaking and Listening:	Listen to the Selection
evidence that will be used to		LANGUAGE	Debate	
inform the Performance-	Selection Audio	DEVELOPMENT	Students conduct a debate to	Selection Audio
Based Assessment.	from The Odyssey, Part 2:		decide whether Odysseus	from the Odyssey, A
	Accessible Text	Concept Vocabulary	should be prosecuted for	Graphic Novel: Accessible
00	Accessible Text	Students complete activities	murder.	Text
Selection Test: from	Comprehension Check	related to the Concept	Speaking and Listening:	Text
The Odyssey, Part 1	Students complete	Vocabulary words:	Debate	Comprehension Check
	comprehension questions.	craft; dissemble; incredulity;		Students complete
STANDARDS		bemusing; guise; deceived	Speaking and Listening:	comprehension questions.
Sl.9-10.1; SL.9-10.1.a; SL.9-	(A) TI OI DIO	Word Study: Latin Root:	Debate (RP)	
10.1.b	from The Odyssey, Part 2:	-sem-, -sim-		Research to Clarify
	First Read Extension	Students complete activities	Evidence Log	Students research one
	Questions	related to the Latin roots	Students add notes and	unfamiliar detail from the text.
	Research to Explore	-sem-, -sim-	evidence that will be used to	
	Students research other		inform the Performance-	Research to Explore
	works by Homer.	Concept Vocabulary and	Based Assessment.	Students research a
	works by Homer.	vvora Stuay		mythological being.
	Close Read the Text	Word Study Latin Root:	Selection Test: from	CTANDADDO
	Students will review the Close	-sem-, -sim- (RP)	The Odyssey, Part 2	STANDARDS
	Read Model and complete the	, ,	The Ouyssey, Fait 2	RL.9-10.10; L.9-10.6
		Word Network		
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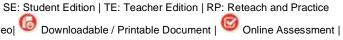






STANDARDS close read sections in the Students add new words to selection. their Word Network as they W.9-10.4; SL.9-10.1; SL.9read texts in the unit. 10.3 Close Read the Text Author's Style: Analyze the Text Word Order Students will respond to Students analyze words and questions about the text. phrases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

Audio | Online Assessment | EL Highlights



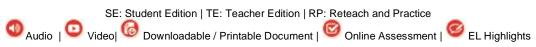
iLit ELL Level D				
iLit Library	iLit Library	iLit Library	iLit Library	iLit Library
The Odyssey	The Odyssey	The Odyssey	The Odyssey	The Odyssey
The Iliad	The Iliad	The Iliad	The Iliad	The Iliad
Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths
Rules for Conversation Routines Unit 1 Lesson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

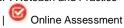
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	PERFORMANCE TASK:	PERFORMANCE TASK:
from the Odyssey, A Graphic	from the Odyssey, A Graphic	Application for a Mariner's	WRITING FOCUS	WRITING FOCUS
Novel	Novel	License	Explanatory Essay	Explanatory Essay
Gareth Hinds	Gareth Hinds			
SE p 631	SE p 632-633	SE pp 634-639	SE pp 640-642	SE pp 643-645
MAKING MEANING	EFFECTIVE EXPRESSION	MAKING MEANING	PERFORMANCE TASK	LANGUAGE
	ZIT ZOTIV Z ZXI KZOOJON		TERRIORANIA TACK	DEVELOPMENT:
Close Review	Writing to Compare: Review	Concept Vocabulary	Write an Explanatory Essay	AUTHOR'S STYLE
Students will review the	Students write a review of a	forbidden; steal; tryst	Students write an essay on	
splash and answer question.	graphic novel.	-	how personal strengths and	Check for Accuracy: Using
Close Review Guide:		First Review	weaknesses are magnified	a Dictionary and Thesaurus
Graphic Novel	Writing to Compare:	Students Notice, Annotate,	during a journey at sea.	Students use dictionaries and
Graphic Novei	Review	Connect, Respond as they		thesauruses to improve
Analyze the Media	Review	read the selection the first	PreWriting/Planning	writing.
Students will respond to	Evidence Log	time.	Students focus their research	B. Maria
questions about the graphic	Students add notes and	First-Review Guide:	and evaluate sources.	Revising Students evaluate and revise
novel.	evidence that will be used to	Nonfiction	Drafting	draft utilizing peer reviews.
(A)	inform the Performance-		Students organize and write a	drait utilizing peer reviews.
Analyze the Text	Based Assessment.	Read the Selection	first draft.	Editing and Proofreading
LANGUAGE		Selection Audio	mot drait.	Students edit for conventions
DEVELOPMENT:	Selection Test: from	Selection Audio	STANDARDS	and proofread for accuracies.
DEVELOPMENT.	The Odyssey, Part 2 and from	Application for a Mariner's	W.9-10.2.a-f; W.9-10.10	
Media Vocabulary	the Odyssey, A Graphic	License: Accessible Text	, , , , , , , , , , , , , , , , , , , ,	Publishing and Presenting
Students complete activities	Novel			Students create a final
related to the media	110101	Comprehension Check		version of their essay and
Vocabulary words:	STANDARDS	Students complete		share in small groups.
panel; tier; caption; splash;	RL.9-10.7; RL.9-10.9; W.9-	comprehension questions.		
gutter; speech bubble	10.1.a; W.9-10.9.a	_		Reflecting
Madia Vasalandan		Application for a Mariner's		Students reflect on their
Media Vocabulary		License:		explanatory essays.
Word Network		First Read Extension		STANDADDS
Students add new words to		Questions		STANDARDS W.9-10.2.c; W.9-10.2.d; W.9-
their Word Network as they				10.2.e; W.9-10.4; L.9-10.2.c;
read texts in the unit.		Close Read the Text		L.9-10.4.c
		Students will review the Close		2.0 10.4.0
STANDARDS		Read Model and complete the		
L.9-10.6		close read sections in the		
		selection.		













Close-Read Guide: Functional Document	
Analyze the Text Students will respond to questions about the text, citing textual evidence.	
Word Network Students add new words to their Word Network as they read texts in the unit.	
EFFECTIVE EXPRESSION	
Writing to Sources: Job Application Students complete a job application for a mariner's license. Writing to Sources: Job Application	
Speaking and Listening: Job Interview Students role-play a job interview. Speaking and Listening: Job Interview	
Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment.	
STANDARDS RI.9-10.1; RI.9-10.5.a; L.9- 10.6	

myPerspectives ELL Support	myPerspectives ELL Support				
		Audio Summary Application for a Mariner's License		Personalize for Learning English Language Support: Vocabulary Acquisition (TE p 643)	
		Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 637)			
		Personalize for Learning English Language Support: Taking Notes (TE p 639)			
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	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	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	
		Domain-Specific Words Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time	Assignments (examples) Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan 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
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	The Return	The Return	The Return	from The Hero's Adventure
	Ngugi wa Thiong'o	Ngugi wa Thiong'o	Ngugi wa Thiong'o	from The Power of Myth
				Joseph Campbell and Bill
				Moyers
SE pp 646-649	SE pp 650-656	SE pp 656-657	SE pp 658-659	SE pp 660-664
Essential Question	MAKING MEANING	LANGUAGE	LANGUAGE	MAKING MEANING
What can we learn from a		DEVELOPMENT	DEVELOPMENT	
journey?	Concept Vocabulary			Concept Vocabulary
	sprawling; serpentine;	Concept Vocabulary	Conventions: Active and	infantile; psyche; dependency
Small-Group Learning	compact	Students complete activities	Passive voice	
Strategies		related to the Concept	Students read and analyze	First Read
Prepare	First Read	Vocabulary words:	verbs and phrases in the	Students Notice, Annotate,
Participate Fully	Students Notice, Annotate,	sprawling; serpentine;	active and passive voice.	Connect, Respond as they
Support Others	Connect, Respond as they	compact	Conventions: Active and	read the selection the first
Clarify	read the selection the first		Passive Voice	time.
	time.	Word Study: Latin Suffix	_	~
Small-Group Learning	•	–ine	Conventions: Active and	First-Read Guide:
Strategies	First-Read Guide: Fiction	Concept Vocabulary and	Passive Voice (RP)	Nonfiction
	The troud Calabi Tions.	Word Study		T to Till out of T
Table of Contents Preview	Read the Selection		EFFECTIVE EXPRESSION	Read the Selection
Preview the selections in the		Word Study: Latin Suffix		
unit and discuss how they	Selection Audio	-ine (RP)	Writing to Sources: Chat	Selection Audio
relate to the EQ and unit	The Return: Accessible		Board	from The Hero's
topic.	Leveled Text	Word Network	Students write a chat post.	Adventure: Accessible
	Leveled Text	Students add new words to	Writing to Sources: Chat	Leveled Text
Working as a Team	Comprehension Check	their Word Network as they	Board	20 Volod Toxt
Take a position	Students complete	read texts in the unit.		Comprehension Check
List your rules	comprehension questions.	Amaluma Cuaft 9 Cturretura	Writing to Sources: Chat	Students complete
Apply the rules	dempremending queenene	Analyze Craft & Structure:	Board (RP)	comprehension questions.
Name your group	The Peturn: First Pead	Plot Devices Students will analyze		4400
Create a communication	THE NEWHILL HIST NEW	elements of foreshadowing	Evidence Log	@
plan	Extension Questions	and situational irony.	Students add notes and	from The Hero's
			evidence that will be used to	Adventure: First Read
Making a Schedule	Research to Clarify	Analyze Craft and	inform the Performance-	Extension Questions
Students make a schedule	Students research one	Structure: Plot Devices	Based Assessment.	Bassauch to Clarify
with group for completing	unfamiliar detail from the text.	(Analyza Craft and	0.0	Research to Clarify
tasks.	Class Bood the Toyt	Analyze Craft and Structure: Plot Devices (RP)	Selection Test: The	Students research one
Working on Group Projects	Close Read the Text Students will review the Close	Structure. Plot Devices (RP)	Return	unfamiliar detail from the text.
Working on Group Projects Students choose specific	Read Model and complete the	STANDARDS		Close Read the Text
roles for each member.	close read sections in the	RL.9-10.5; RL.9-10.6; L.9-	STANDARDS	Students will review the Close
TOTES TO EACT THEITIDE.	selection.	10.4.b; L.9-10.5	W.9-10.2; L.9-10.1	Read Model and complete the
		10.7.0, L.8-10.0		Tread Model and Complete the
	Close Read the Text			











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

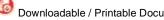


iLit ELL Level D				
Rules for Conversation	iLit Library	iLit Library	iLit Library	iLit Library
Routine	Journey of a Lost Boy	Journey of a Lost Boy	Journey of a Lost Boy	The Odyssey
Unit 1 Lesson 2: Classroom	Lost Boy, Lost Girl	Lost Boy, Lost Girl	Lost Boy, Lost Girl	The Iliad
Conversation				Greek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

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from The Hero's Adventure	from The Hero's Adventure	Courage	Courage	Courage
from The Power of Myth	from The Power of Myth	Anne Sexton	Anne Sexton	Anne Sexton
Joseph Campbell and Bill	Joseph Campbell and Bill			
Moyers	Moyers	Ithaka	Ithaka	Ithaka
		C.P. Cavafy	C.P. Cavafy	C.P. Cavafy
		from The Narrow Road of the	from The Narrow Road of the	from The Narrow Road of the
		Interior	Interior	Interior
SE pp 664-665	SE pp 666-667	SE pp 668-678	SE pp 678-679	SE pp 680-681
LANGUAGE	LANGUAGE	MAKING MEANING	LANGUAGE	LANGUAGE
DEVELOPMENT	DEVELOPMENT	WAKING WEANING	DEVELOPMENT	DEVELOPMENT
DEVELOPINIENT	DEVELOPIVIENT	Concept Vocabulary	DEVELOPIVIENT	DEVELOFMENT
Concept Vocabulary	Conventions: Gerunds and	awesome; destined; eternal	Concept Vocabulary	Author's Style: Point of
Students complete activities	Gerund Phrases	awesome, desimed, etemai	Students complete activities	View
related to the Concept	Students practice identifying	First Read	related to the Concept	Students practice identifying
Vocabulary words:	gerund phrases and	Students Notice, Annotate,	Vocabulary words:	point of view in the poems.
infantile; psyche; dependency	functions.	Connect, Respond as they	awesome; destined; eternal	
,		read the selection the first		Author's Style: Point of
Word Study: Etymology:	Conventions: Gerunds	time.	Word Study: Old English	View
Greek Names	and Gerund Phrases (RP)		Suffix -some	Author's Style: Point of
Consent Vessbulen, and	EFFECTIVE EXPRESSION	First-Read Guide: Poetry	Consent Vessbulger, and	View (RP)
Concept Vocabulary and Word Study	EFFECTIVE EXPRESSION	First-Read Guide: Poetry	Concept Vocabulary and Word Study	- ()
	Research: Multimedia	Read the Selection		EFFECTIVE EXPRESSION
Word Study: Greek	Presentation		Word Study: Old English	
Names (RP)	Students create a	Selection Audio	Suffix –some (RP)	Speaking and Listening:
	presentation on the theme of	Courage/Ithaka/from The		Group Discussion
Word Network	heroes.	Narrow Road of the Interior:	Word Network	Students explore ideas
Students add new words to		Accessible Text	Students add new words to	expressed in the poems.
their Word Network as they	Research: Multimedia	Accessible Text	their Word Network as they	Speaking and Listening:
read texts in the unit.	Presentation	Comprehension Check	read texts in the unit.	Group Discussion
Analyza Croft 9 Standard	Research: Multimedia	Students complete	Analyse Croft 9 Structure	
Analyze Craft & Structure: Development of Ideas	Presentation (RP)	comprehension questions.	Analyze Craft & Structure: Figurative Language	Speaking and Listening:
Students will analyze various	,		Students will analyze	Group Discussion (RP)
elements of a feature article.	Evidence Log	Courage/Ithaka/from	metaphors or similes from the	Fuidance Lon
Sistrictic of a realard article.	Students add notes and	The Narrow Road of the	poems.	Evidence Log Students add notes and
@	evidence that will be used to	Interior: First Read Extension		evidence that will be used to
Analyze Craft and	inform the Performance-	Questions	Analyze Craft and	inform the Performance-
Structure: Development of	Based Assessment.	Quodiono	Structure: Figurative	Based Assessment.
Ideas	0.0	Research to Explore	Language	24004 / 1000001110111.
Analyze Craft and	Selection Test: The	Students research a location	Analyze Craft and	@@
Structure: Development of	Hero's Adventure	mentioned in the poem.	Structure: Figurative	Selection Test: Poetry
Ideas (RP)			Language (RP)	Collection 1
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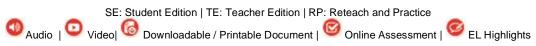


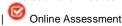






STANDARDS RI.9-10.3; L.9-10.4.c; L.9-10.5	STANDARDS W.9-10.7; W.9-10.9; L.9-10.1; L.9-10.1.b	Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text Analyze the Text Students will respond to questions about the text, citing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





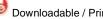


iLit Library	iLit Library	Figurative Language	Figurative Language	Evaluating Author's
The Odyssey	The Odyssey	(examples)	(examples)	Viewpoint
The Iliad	The Iliad	Unit 3 Lesson 5; Whole	Unit 3 Lesson 5; Whole	Unit 6 Lesson 36: Work Time
Greek Myths	Greek Myths	Group; Work Time	Group; Work Time	
•		Unit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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT	PERFORMANCE-BASED ASSESSMENT
SE pp 682-683	SE pp 684-685	SE pp 686-688	SE pp 689-691	SE pp 692-693
PERFORMANCE TASK 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? Plan With Your Group Students will analyze the text, gather evidence and media examples, and organize ideas. Rehearse with Your Group Students practice the podcast, fine-tune the content and improve use of media. Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS SL.9-10.4; SL.9-10.5; SL.9- 10.6	Essential Question What can we learn from a Journey? Independent Learning Strategies Create a Schedule Practice what you have learned Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence. Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Writing to Sources: Explanatory Essay Students will write an essay exploring when the journey might matter more than the destination. Explanatory Rubric Students use the rubric to guide their revisions. STANDARDS W.9-10.2; W.9-10.10	PERFORMANCE-BASED ASSESSMENT Speaking and Listening: Podcast After completing the essay, students develop a brief three- to five-minute podcast. Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test STANDARDS SL.9-10.4; SL.9-10.4.a











		Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. STANDARDS RL.9-10.10; RI.9-10.10; SL.9- 10.1		
myPerspectives ELL Support				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
iLit ELL Level D				
Multimedia Presentation Unit 5 Lesson 1-4: Work Time	Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion	Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Draw Conclusions Unit 4 Lesson 11: Whole Group iLibrary All texts	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	Multimedia Presentation Unit 5 Lesson 1-10: Work Time

GRADE 9 | UNIT 6: World's End

ESSENTIAL QUESTION: Why do we try to imagine the future?

PERFORMANCE BASED ASSESSMENT: Narrative

NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

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

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













- 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	OVERVIEW	SELECTION	SELECTION	SELECTION
	Whole-Class Learning	Anchor Text	Anchor Text	Anchor Text
		By the Waters of Babylon	By the Waters of Babylon	By the Waters of Babylon
		Stephen Vincent Benet	Stephen Vincent Benet	Stephen Vincent Benet
SE pp 694-701	SE pp 702-703	SE pp 704-715	SE p 715	SE pp 716-717
Unit Goals	Essential Question	MAKING MEANING	MAKING MEANING	MAKING MEANING
Students will deepen their	Why do we try to imagine the			
understanding of star-crossed	future?	Concept Vocabulary	Comprehension Check	Close Read the Text
romance by reading, writing,	Tatan o n	purified; bade; stern; fasting;	Students complete	Students will review the Close
speaking, listening, and	Whole-Class Learning	customs; summoned	comprehension questions.	Read Model and complete the
presenting.	Strategies	oustorns, surminoried	demprenerición questione:	close read sections in the
	_	First Read		selection.
Unit Goals Video		Students Notice, Annotate,	By the Waters of Babylon:	
	Clarify by asking	Connect, Respond as they	First Read Extension	Close Read the Text
Academic Vocabulary	questions	read the selection the first	Questions	
innovate; technique;	 Monitor understanding 	time.		Analyze the Text
depiction; introspective;	 Interact and share ideas 	Table 1	Research to Clarify	Students will respond to
conjecture	O	First-Read Guide: Fiction	Students research one	questions about the text,
,	Whole-Class Learning		unfamiliar detail from the text.	citing textual evidence.
(A)	Strategies	Read the Selection		3
Home Connection Letter		ARTS.	Research to Explore	Analyze Craft and
Spanish Home	Table of Contents Preview	Selection Audio	Students research to find out	Structure: Narrative
Connection Letter	Preview the selections in the	from By the Waters of	more about the Spanish Civil	Elements
	unit and discuss how they	Babylon, Part 1: Accessible	War and how it influenced	Students complete activities
Unit 6 Answer Key	relate to the EQ and unit	Leveled Text	Benet's story.	to analyze dialogue.
	topic.	Leveled Text	Benet e story.	
Launch Text		CTANDADDC	STANDARDS	Analyze Craft and
Students will read "Dream's		STANDARDS	RL.9-10.10	Structure: Narrative Elements
Winter". They will then be		RL.9-10.10	KL.9-10.10	@
able to determine if the order				Analyze Craft and
in which the details appear				Structure: Narrative Elements
help the reader understand				(RP)
the thesis.				
ulo ulosis.				STANDARDS
Word Network				RL.9-10.1; RL.9-10.5
Students add new words to				
their Word Network as they				
read texts in the unit.				
Word Network				
Summary				
Students write a summary of				
the Launch Text.				













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

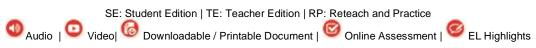
iLit ELL Level D					
Summarize (examples)	Rules for Conversation	Virtual War (science fiction)	Virtual War (science fiction)	Virtual War (science fiction)	
Unit 4 Lesson 48: Whole	Routine	Unit 2 Lesson 35	Unit 2 Lesson 35	Unit 2 Lesson 35	
Group; Work Time	Unit 1 Lesson 2: Classroom				
Unit 4 Lesson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

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







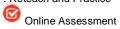






myPerspectives ELL Support			Students research modern "smart houses". STANDARDS RL.9-10.10	
Word Study: Word Families (RP) (TE p 718)	Author's Style: Character Development (RP) (TE p 719) Writing to Sources: Sequel (RP) (TE p 720) Personalize for Learning English Language Support: Sentence Starters (TE 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







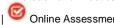
DAY 11	Ι ΠΔΥ 12	DΔV 13	DAY 14	DAY 15
DAY 11 SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury SE p 732 LANGUAGE DEVELOPMENT Concept Vocabulary	DAY 12 SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury SE p 733 LANGUAGE DEVELOPMENT Author's Style: Parallelism	DAY 13 SELECTION Anchor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













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)	Virtual War (science fiction)	Virtual War (science fiction)	Write a Narrative	Write a Narrative
Unit 2 Lesson 35	Unit 2 Lesson 35	Unit 2 Lesson 35	Unit 1 Lessons 4–5: Work	Unit 1 Lessons 4–5: Work
			Time	Time
iLit Library Science Fiction	iLit Library Science Fiction	iLit Library Science Fiction	Unit 2 Lesson 33: Whole	Unit 2 Lesson 33: Whole
Selections	Selections	Selections	Group	Group
Space Cadet	Space Cadet	Space Cadet	Unit 2 Lessons 39–42: Work	Unit 2 Lessons 39–42: Work
Moonface	Moonface	Moonface	Time	Time
Three Moons	Three Moons	Three Moons		
			Assignments (examples)	Assignments (examples)
Use Greek and Latin Roots		Write a Narrative	Unit 1 Lessons 1–5: Write a	Unit 1 Lessons 1–5: Write a
Unit 2 Lesson 31: Vocabulary;		(examples)	Narrative Paragraph	Narrative Paragraph
Work Time		Unit 2 Lesson 33: Whole	Unit Lessons 6-10: Plan &	Unit Lessons 6-10: Plan &
Unit 2 Lesson 32: Work Time		Group	Write a Narrative Paragraph	Write a Narrative Paragraph
Unit 2 Lesson 35: Vocabulary		Unit 2 Lessons 39–42: Work	Unit 2 Lessons 36–40: Write	Unit 2 Lessons 36–40: Write
j		Time	a Narrative Essay	a Narrative Essay
				ĺ



DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW	SELECTION	SELECTION	SELECTION	SELECTION
Small-Group Learning	The Nuclear Tourist	The Nuclear Tourist	The Nuclear Tourist	the beginning of the end of
	George Johnson	George Johnson	George Johnson	the world
	· ·			Lucille Clifton
				The Powwow at the End of
				the World
				Sherman Alexie
				A Song on the End of the
				World
				Czeslaw Milosz
SE on 740 745	SE pp 746-754	SE pp 754-755	SE pp 756-757	SE pp 758-766
SE pp 742-745 Essential Question	MAKING MEANING	LANGUAGE	LANGUAGE	MAKING MEANING
Why do we try to imagine the	WAKING WEANING	DEVELOPMENT	DEVELOPMENT	WAKING WEANING
future?	Concept Vocabulary	DEVELOPMENT	DEVELOPIVIENT	Concept Vocabulary
Tuture:	macabre; eerily; specter	Concept Vocabulary	Author's Style: Diction	prayerful; faithless; prophet
Small-Group Learning	macable, eemy, speciel	Students complete activities	Students read and analyze	prayerrui, raitriless, propriet
Strategies	First Read	related to the Concept	examples of scientific and	First Read
_	Students Notice, Annotate,	Vocabulary words:	technical terms from the	Students Notice, Annotate,
Prepare	Connect, Respond as they	macabre; eerily; specter	selection.	Connect, Respond as they
Participate Fully	read the selection the first	madabio, domy, opodioi		read the selection the first
Support Others	time.	Word Study: Latin Root:	Author's Style: Diction	time.
 Clarify 		-spec-	Author's Style: Diction	
Small-Group Learning	(A)		(RP)	@
Strategies	First-Read Guide:	Concept Vocabulary and		First-Read Guide: Poetry
Strategies	Nonfiction	Word Study	EFFECTIVE EXPRESSION	
Table of Contents Preview	Decide Oderte	Word Study: Latin Root:	ETTESTIVE EXITEEOROR	Read the Selection
Preview the selections in the	Read the Selection	-spec- (RP)	Research: Present Findings	the beginning of the end
unit and discuss how they	Selection Audio	· · · · /	Students research the	of the world/The Powwow at
relate to the EQ and unit		Word Network	Chernobyl disaster.	the End of the World/A Song
topic.	The Nuclear Tourist.	Students add new words to		on the End of the World.
·	Accessible Leveled Text	their Word Network as they	Research: Present	
Working as a Team	Communication Observ	read texts in the unit.	Findings	Comprehension Check
Take a position	Comprehension Check Students complete		Research: Present	Students complete
List your rules		Analyze Craft & Structure:	Findings (RP)	comprehension questions.
Apply the rules	comprehension questions.	Literary Nonfiction] - 3- ()	
Name your group	0	Students will analyze	Evidence Log	the beginning of the end
Create a communication	The Nuclear Tourist: First	elements of travel journalism.	Students add notes and	of the world/The Powwow at
plan	Read Extension Questions	Analyze Craft and	evidence that will be used to	the End of the World/A Song
		Structure: Literary Nonfiction	inform the Performance-	on the End of the World: First
Making a Schedule	Research to Clarify	Strattare. Elicitary Normotion	Based Assessment.	Read Extension Questions
				. 1000 2/10/10/10 Q 000/10/10











Students make a schedule with group for completing tasks.

Working on Group Projects Students choose specific roles for each member.

Students research one unfamiliar detail from the text.

Research to Explore

Students research a topic that interests them.

Close Read the Text

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



Analyze the Text

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

STANDARDS

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

Analyze Craft and Structure: Literary Nonfiction (RP)

STANDARDS

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

Nuclear Tourist

STANDARDS

W.9-10.7; W.9-10.8; W.9-10.9: L.9-10.3: L.9-10.6

Research to Clarify

Students research one unfamiliar detail from the text.

Close Read the Text

Students revisit sections of the poems and annotate details.

Analyze the Text

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



Analyze the Text

STANDARDS

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

myPerspectives ELL Support

Audio Summary

The Nuclear Tourist: Accessible Leveled Text

Personalize for Learning English Language Support: Idioms (TE p 749)

Word Study: Latin Root -spec- (RP) (TE p 754)

Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 755)

Personalize for Learning English Language Support: Distinguishing Fact from Subjective Observation (TE p 755)

English Language Support Lesson: Travel Journalism (On Realize)

Muthor's Style: Diction (RP) (TE p 756)

Research: Present Findings (RP) (TE p 757)

Personalize for Learning English Language Support: Technical Terms and Parts of Speech (TE p 755)

Audio Summary

the beginning of the end of the world/The Powwow at the End of the World/A Sona on the End of the World

Personalize for Learning English Language Support: Syntax (TE p 761)

English Language Support Lesson: Saxon Suffixes -ful and -less (On Realize)

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





Audio | Online Assessment | EL Highlights





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

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
the beginning of the end of	from Radiolab: War of the	from Radiolab: War of the	The Myth of the War of the	The Myth of the War of the
the world	Worlds	Worlds	Worlds Panic	Worlds Panic
Lucille Clifton	NPR	NPR	Jefferson Pooley and Michael	Jefferson Pooley and Michael
			J. Socolow	J. Socolow
The Powwow at the End of				
the World				
Sherman Alexie				
A Song on the End of the				
World				
Czeslaw Milosz				
SE pp 766-769	SE pp 770-772	SE pp 772-773	SE pp 774-779	SE pp 780-781
LANGUAGE	MAKING MEANING	LANGUAGE	MAKING MEANING	LANGUAGE
DEVELOPMENT		DEVELOPMENT	MAKING MEANING	DEVELOPMENT
DEVELOT MENT	Media Vocabulary	DEVELOT MILIT	Concept Vocabulary	DEVELOT MENT
Concept Vocabulary	understatement; banter;	Media Vocabulary	sensationalized; apocryphal;	Concept Vocabulary
Students complete activities	archival audio; tone	Students complete activities	salient	Students complete activities
related to the Concept		related to the Media		related to the Concept
Vocabulary words:	First Review Media: Audio	Vocabulary words:	First Read	Vocabulary words:
prayerful; faithless; prophet	Students Listen, Note,	understatement; banter;	Students Notice, Annotate,	sensationalized; apocryphal;
	Connect, Respond as they	archival audio; tone	Connect, Respond as they	salient
Word Study: Anglo-Saxon	listen to the selection the first		read the selection the first	
Suffixes: -ful and -less	time.	Media Vocabulary	time.	Word Study: Word Families
(A)				(a)
Concept Vocabulary and Word Study	First-Review Guide:	Word Network	First-Read Guide:	Concept Vocabulary and Word Study
	Media: Audio	Students add new words to	Nonfiction	
Word Study: Anglo-Saxon	iviedia. Audio	their Word Network as they read texts in the unit.	Nonliction	Word Study: Word
Suffixes: -ful and -less (RP)	Listen to the Selection	read texts in the drift.	Read the Selection	Families (RP)
		Writing to Sources:		
Word Network	Selection Audio	Broadcast Outline	Selection Audio	Word Network
Students add new words to	from Radiolab: War of the	Students will create a	The Myth of the War of	Students add new words to
their Word Network as they	Worlds: Accessible Text	broadcast outline tracing how	the Worlds Panic: Accessible	their Word Network as they
read texts in the unit.	Worlds. Accessible Text	the hosts introduce, develop,	Leveled Text	read texts in the unit.
	Comprehension Check	and support ideas in the	Lovoica Toxt	FEEEOTIVE EVENESSIS:
Analyze Craft & Structure:	Students complete	show.	Comprehension Check	EFFECTIVE EXPRESSION
Theme and Poetic Structure	comprehension questions.	Writing to Sources:	Students complete	Writing to Commerce Seriet
Students identify elements of	The second secon	Broadcast Outline	comprehension questions.	Writing to Compare: Script Students write a comparison
each poem that suggest its theme.	Close Review	Dioaucasi Outilne	1	of Orson Welles's radio play
uicilie.	Students will listen to the	Evidence Log	(Att. Mail 23 M. 2	and H.G Welles's The War of
	broadcast again and	Students add notes and	The Myth of the War of	the Worlds.
	complete the close review	evidence that will be used to	the Worlds Panic: First Read	are morius.
	questions.	21.301100 that Will bo dood to	Extension Questions	







Analyze Craft and Structure: Theme and Poetic Structure

Analyze Craft and Structure: Theme and Poetic Structure (RP)

Author's Style: Use of Language

Students identify examples of alliteration, consonance, and assonance in the three poems.

Author's Style: Use of Language

Author's Style: Use of Language (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: **Oral Presentation**

Students explore idea of the world's end expressed in the poems.

Speaking and Listening: Oral Presentation

Speaking and Listening: Oral Presentation (RP)

Evidence Log

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

Selection Test: the beginning of the end of the world/The Powwow at the

Close Review

Analyze the Media

Students will respond to questions about the broadcast.

Analyze the Media

STANDARDS

L.9-10.6

inform the Performance-Based Assessment.

STANDARDS

L.9-10.6; RI.9-10.2; RI.9-10.3

Research to Clarify

Students research one unfamiliar detail from the text.

Research to Explore

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

Close Read the Text

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

Close Read the Text

Analyze the Text

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

Analyze the Text

STANDARDS

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

Writing to Compare: Script

Evidence Log

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

STANDARDS

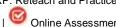
RI.9-10.7; W.9-10.1; W.9-10.5; W.9-10.9; W.9-10.9.b; SL.9-10.4; SL.9-10.5

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











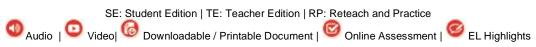
End of the World/A Song on the End of the World STANDARDS RL.9-10.2; RL.9-10.5; W.9- 10.3; SL.9-10.2; SL.9-10.4; L.9-10.4.b; L.9-10.4.c			
wyPerspectives ELL Support word Study: Anglo-Saxon Suffixes: -ful and -less (RP) (TE p 766) Analyze Craft and Structure: Theme and Poetic Structure (RP) (TE p 767) Author's Style: Use of Language (RP) (TE p 768) Speaking and Listening: Oral Presentation (RP) (TE p 769) Personalize for Learning English Language Support: Using Anglo-Saxon Suffixes -ful, -less (TE p 766) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 768)	Audio Summary from Radiolab: War of the Worlds Personalize for Learning English Language Support: Domain Specific Vocabulary (TE p 771)	Audio Summary The Myth of the War of the Worlds Panic: Accessible Leveled Text Personalize for Learning English Language Support: Abbreviations (TE p 776)	

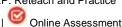
iLit ELL Level D				
Introduce: Poetry Unit 7 Lesson 1 : Whole Group	iLit Library War of the Worlds The War of the Worlds	iLit Library War of the Worlds The War of the Worlds	iLit Library War of the Worlds The War of the Worlds	iLit Library War of the Worlds The War of the Worlds
Text: "What's That Down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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK:	INTRODUCE	INDEPENDENT LEARNING	PERFORMANCE-BASED	PERFORMANCE-BASED
Speaking and Listening	INDEPENDENT LEARNING		ASSESSMENT	ASSESSMENT
Focus				
Create a Podcast				
SE pp 782-783	SE pp 784-785	SE pp 786-788	SE pp 789-791	SE pp 792-793
PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED	PERFORMANCE-BASED
	Why do we try to imagine the		ASSESSMENT PREP	ASSESSMENT
Speaking and Listening	future?	First-Read Guide		
Focus:	l	Students Notice, Annotate,	Review Notes for a	Speaking and Listening:
Create a Podcast	Independent Learning	Connect, Respond as they	Narrative	Dramatic Reading
Students will develop a	Strategies	read the selection the first time.	Students evaluate their ideas.	After completing the narrative, students will record a
podcast that addresses the question: What do stories	Create a Schedule		Evidence Log	dramatic reading of their
about the future say about the	Practice what you have	First-Read Guide	Students add notes and	narrative.
present?	learned	Close-Read Guide	evidence that will be used to	Harranve.
procent:	Take Notes	First-Read Guide	inform the Performance-	Reflect on the Unit
Plan With Your Group	_	Close-Read the Text	Based Assessment.	Students reflect on Unit goals,
Students will analyze the text,	Independent Learning	Glose Read the Text		learning strategies, and the
gather evidence and media	Strategies	Students will review the Close	Writing to Sources:	text.
examples, and organize	-	Read Model and complete the	Narrative	
ideas.	Table of Contents Preview	close read sections in the	Students will write a short	Reflect on the Unit
Bulliana M. Van Gun	Preview the selections in the	selection.	story asking which matters	Treflect off the offic
Rehearse with Your Group	unit and discuss how they		more – the present or the	00
Students practice the podcast, fine-tune the content	relate to the EQ and unit	Analyze the Text	future?	
and improve use of media.	topic.	Students will respond to	Narrative Rubric	0744104000
and improve use of media.	00	questions about the text,	Students use the rubric to	STANDARDS
Present and Evaluate		citing textual evidence.	guide their revisions.	SL.9-10.5
Students present as a group		Quick Write		
and use checklist items to		Students write about a	STANDARDS	
evaluate.		paragraph that grabbed their	W.9-10.3; W.9-10.10	
		interest.		
STANDARDS				
SL.9-10.4; SL.9-10.5; SL.9-		Share Your Independent		
10.6		Learning		
		Students share what they		
		learned from independent		
		learning with a group and		
		reflect on how it adds to their		
		understanding of American		
		identity.		
		Evidence Log		
	l .		l .	l .











		Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.9-10.10; RI.9-10.10; SL.9-10.1		
iLit ELL Level D				
Multimedia Presentation Unit 5 Lessons 1–10: Work Time	Take Notes from Reliable Sources Unit 5 Lesson 3: Whole Group Classroom Conversation Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion	Make Connections Unit 2 Lesson 32: Read Aloud, Think Aloud Summarize Text Unit 2 Lesson 33: Read Aloud, Think Aloud Draw Conclusions Unit 4 Lesson 11: Whole Group iLibrary All texts	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	Present Monologues Unit 3 Lesson 9: Work Time

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