## Unit / Core Text Essential Questions Academic Vocabulary Embedded Assessments Unit Goals

### Unit 1
**Stories of Change**
How can change be significant? What makes a good story?

- To understand how change can be significant
- To evaluate details to determine the key idea of texts
- To use narrative techniques such as sequencing, dialogue, and descriptive language
- To compose meaningful narratives using genre characteristics
- To understand pronouns and the conventions of punctuating dialogue

### Unit 2
**The Power to**
sequence cause-effect transitions
coherence

- To analyze literary elements
- To apply a variety of reading strategies to fiction and nonfiction

- compare
- contrast

EA 1: Writing a Personal Narrative

EA 2: Writing a Short Story

EA 1: Responding to Literature
### Unit 3
**Changing**

**How can talking and working with others help one analyze a novel?**

**How do external forces affect a person's emotions and influence internal forces toward change?**

**inference**

**prediction**

**communicate**

**synthesize**

**controversy argument**

**EA 2: Writing an Informational Essay**

**EA 1: Researching and texts**

- To collaborate and communicate effectively
- To write informative essays
- To practice using verb tenses and creating sentence variety
- To analyze informational texts
- To practice nonfiction reading strategies

### Unit 4
**A Change of Scene**

**How is reading a text similar to and different from viewing and performing a text?**

**sources**

**bibliography**

**evaluate**

**annotate**

**EA 2: Writing an Argumentative Letter**

- To support a claim with reasons and evidence
- To engage effectively in a variety of collaborative discussions
- To write an argumentative letter
- To understand and use simple, compound, and complex sentence structures

- To analyze and understand the relationships among setting, life of a poet
- To rehearse and present an engaging performance of a play
- To revise for effective sentence variety

### Perspectives

**Why do we have controversy in society?**

**How do we communicate in order to convince others?**

**Argumentative Letter**

- To support a claim with reasons and evidence
- To engage effectively in a variety of collaborative discussions
- To write an argumentative letter
- To understand and use simple, compound, and complex sentence structures

**EA 2: Writing an Informational Essay**

**EA 1: Researching and texts**

- To collaborate and communicate effectively
- To write informative essays
- To practice using verb tenses and creating sentence variety
- To analyze informational texts
- To practice nonfiction reading strategies

### KEY TEXTS

Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)

**Personal Narrative:** “The Jacket,” by Gary Soto

**Short Story:** “The Circuit” by Francisco Jimenez

**Short Story:** “Thank You, Ma'am,” by Langston Hughes

**Short Story:** “Eleven” by Sandra Cisneros

**Myth:** “Orpheus and Eurydice,” by Bob Blaisdell

**Film Biography:** *Temple Grandin*

**Novel:** *Walk Two Moons*, by Sharon Creech

**Memoir:** “Saying Farewell to a Faithful Pal,” by John Grogan

**“Oranges,” by Gary Soto**

**STRATEGIES FOCUS**

Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning

- Double Entry Journal
- Questioning the Text
- Literature Circles
- Replacing
- Diffusing
- Paraphrasing
- Looping
- Re-reading
- Metacognitive Markers
- Drama Games
- Oral Interpretation
- Choral Reading
Autobiography: “My Story” from *Animals in Translation*, by Temple Grandin and Catherine Johnson

Editorial: “A Teacher’s Defense of Homework,” by Andrea Townsend

News Article: “5 Things you don’t know about service dogs,” by Morieka Johnson

Informational Text: “Teens are Over Face-to-Face Communication, Study Says,” by Katy Steinmetz

Informational Text: “Schools Hustle to Reach Kids Who Move with the Harvest, Not the School Year,” by Peter Balonon-Rosen

Letter: “A Letter to Gabriela, A Young Writer,” by Pat Mora

Poem: “Trying to Name What Doesn’t Change,” by Naomi Shihab Nye “Since Hanna Moved Away,” by Judith Viorst

“I Can Dance”, “Ode to Teachers,” “Dumped,” by Pat Mora

• Formal Style
• Using Appositives • Complex Sentences

LANGUAGE AND WRITER’S CRAFT/ LANGUAGE CHECKPOINTS
Instruction that provides grammar support and instruction in the context of actual reading and writing

Each unit contains additional grammar instruction in Grammar and Usage call out boxes

• Pronouns
• Vivid Verbs
• Transitions
• Transitions for Comparing and Contrasting
• Verb Tenses
• Understanding Verb tenses
• Varied Sentence Patterns

News Article: “Pat Mora’s love for words spreads a river of literacy,” by Julie L. Ortiz

Drama: *The Miracle Worker*, by William Gibson

See Unit “Planning the Unit” for a complete listing of unit resources

Film: *The Miracle Worker*, directed by Arthur Penn

• Using Subordinating Conjunctions • Punctuating Complete Sentences • Punctuating Dialogue
• Using Noun Agreement
• Using Commas, Parentheses, and Dashes