BCS Literacy Vision

Grade 11

Unit Overview

In this unit, students will read many examples about places that can be described with the words grit and grandeur.

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about the importance of a place.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory text that develops a topic thoroughly and includes evidence from research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices, including those regarding sentence variety, figurative language, and diction.
- Correctly use dashes and hyphens.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- ***What is the relationship between literature and place?***

Anchor Text(s)

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

Related Texts

Informational Texts

- **A Literature of Place**, Barry Lopez
- from **Dust Tracks on a Road**, Zora Neale Hurston
- **Untying the Knot**, Annie Dillard (1170L)

Literary Texts

- **Chicago/Wilderness,** Carl Sandburg
- Poetry Collection 2: **In the Longhouse, Oneida, Museum**, Roberta Hill (NP)
- Poetry Collection 2: **Cloudy Day, Museum**, Jimmy Santiago Baca (NP)
- Poetry Collection 3: **The Wood-Pile/Birches**, Robert Frost (NP)
- Short Story: **The Rockpile**, James Baldwin, (820L)

Nonprint Texts

- Media, Fine Art Gallery: American regional Art, Poetry Collection: **The Good Life**, Tracy K. Smith (NP)
- Medea, Photo Gallery: **Sandburg's Chicago**

End-of-Unit Assessment:

Part 1: Writing to Sources:

Students will write an essay on the following topic: What makes certain places live on in our memory

Part 2: Speaking & Listening:

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

Week 1	
Day 1	**Instructional Plan**
Text(s): UNIT INTRODUCTION **"Planning Your Trip to Gold Country".** SE pp 392-399	**Student Learning Target:** **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Students will: ○ Deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting. ○ Read "Planning Your Trip to Gold Country". They will then be able to discuss grit and grandeur. ○ New words to their Word Network as they read texts in the unit. ○ Write a summary of the Launch Text. ○ Participate in an activity related to the unit theme. ○ Write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	**Instructional Plan**
Text(s): Continuing Whole-Class Learning SE pp 400-401	**Student Learning Target:** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. • Students will: ○ Listen actively. ○ Clarify by asking questions. ○ Monitor understanding. ○ Interact and share ideas.

Day 3	Instructional Plan
Text(s): Historical Perspective Focus Period 1880-1920 SE pp 402-405	**Student Learning Target:** **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Students will: o Read quotes that relate to the sense of place expressed by someone of a different region or cultural background. o Discuss why they think the place where someone lives was and still is of such importance.
Day 4	**Instructional Plan**
Text(s): Anchor Text From **Life on the Mississippi** by Mark Twain SE pp 406-413	**Student Learning Target:** **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: o **Notice:** the general ideas of the text. What is it about? Who is involved?. o **Annotate:** Mark vocabulary and key passages to revisit o **Connect:** Ideas within selection to what you already know and have read o **Respond:** Complete Comprehension check and writing a brief summary of the selection o Complete comprehension questions. o Research one unfamiliar detail from the text. o Research to find out why the Mississippi steamboats were essential to the economy of late-nineteenth-century America.
Day 5	**Instructional Plan**
Text(s): From **Life on the Mississippi** by Mark Twain SE pp 414-415	**Student Learning Target:** **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness. • Students will: o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Complete activities analyzing humorous and non-humorous details.

Week 2	
Day 6	**Instructional Plan**
Text(s): From **Life on the Mississippi** by Mark Twain SE pp 416-417	**Student Learning Target:** **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **11-12.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase. **11-12.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • Students will: ○ Complete activities related to the Concept Vocabulary words: gilded; ornamented; grandeur; picturesquely; exalted; eminence. ○ Complete activities related to the suffix -esque. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities identifying types of diction and tone Twain uses in the reading. ○ Complete Selection Test.
Day 7	**Instructional Plan**
Text(s): **"The Notorious Jumping Frog of Calaveras County"** by Mark Twain SE pp 418-426	**Student Learning Target:** **11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check and writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research life in the nineteenth-century mining camps of the American West. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 8	Instructional Plan
Text(s): **"The Notorious Jumping Frog of Calaveras County"** by Mark Twain SE pp 427-29	**Student Learning Target:** **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. **11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in atext, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. **11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied. • Students will: ○ Record and explain examples of hyperbole in the reading. ○ Complete activities related to the Concept Vocabulary words: garrulous; exasperating; tedious; monotonous; interminable; buttonholed ○ Complete activities relating to denotation and connotation. ○ Add new words to their Word Network as they read texts in the unit. ○ Find examples of dialect.
Day 9	**Instructional Plan**
Text(s): **"The Notorious Jumping Frog of Calaveras County"** by Mark Twain SE pp 430-31	**Student Learning Target:** **11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **11-12.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience. **11-12.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and variedtransitions. **11-12.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.) • Students will: ○ Write an essay exploring humor displayed in Twain's narratives. ○ Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: "The Notorious Jumping Frog of Calaveras County".

Day 10	Instructional Plan
Text(s): Anchor Text **"A White Heron"** by Sarah Orne Jewett SE pp 432-444	**Student Learning Targets:** **11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check and writing a brief summary of the selection ○ Notice, Annotate, Connect, Respond as they read the selection the first time. ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. research Sarah Orne Jewett's life in the Maine woods.

Week 3

Day 11	Instructional Plan
Text(s): **"A White Heron"** by Sarah Orne Jewett SE pp 444-445	**Student Learning Target:** **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. **11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. • Students will: ○ Review the Close Read Model and complete the close read sections. ○ Complete activities to analyze themes, imagery, and symbols in the reading in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 12	Instructional Plan
Text(s): **"A White Heron"** by Sarah Orne Jewett SE pp 446-447	**Student Learning Target:** **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. **11-12.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. **11-12.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase texts. • Students will: ○ Complete activities related to the Concept Vocabulary words: dilatory; loitered; hospitality; squalor; hermitage; quaint ○ Complete activities relating to the Latin root word hospes. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify types of sentences.

Day 13	Instructional Plan
Text(s): **"A White Heron"** by Sarah Orne Jewett SE pp 448-449	**Student Learning Target:** **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. • Students will: o Write a critical analysis of the story. o Hold a debate about the story. o Add notes and evidence that will be used to inform Performance-Based Assessment. o Complete Selection Test.

Day 14	Instructional Plan
Text(s): Activity Write an Explanatory Essay SE pp. 450-454	**Student Learning Target:** **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.** **11-12.W.TTP.1.a** Introduce precise claim(s). **11-12.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **11-12.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. **11-12.W.TTP.1.d** Provide a concluding statement or section that follows from and supports the argument presented. **11-12.W.TTP.1.e** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **11-12.W.TTP.1.f** Establish and maintain a formal style and objective tone. **11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: o Write an essay answering how American authors use regional details to make the events and themes of a narrative come to life for readers. o Formulate a thesis statement, gather evidence, and evaluate evidence. o Organize and write a first draft.

Day 15	Instructional Plan
Text(s): Activity Write an Explanatory Essay SE pp 455-457	**Student Learning Targets:** **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts. **11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **11-12.W.TTP.2.c** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **11-12.W.TTP.2.e** Use appropriate formatting, graphics, and multimedia to aidcomprehension. **11-12.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.) • Students will: ○ Look for examples that show some of the ways in which writers vary syntax. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their essay and share in small groups. ○ Reflect on their explanatory essays.

Week 4

Day 16	Instructional Plan
Text(s): OVERVIEW Small-Group Learning SE pp 458-461	**Student Learning Targets:** ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. • Students will: Working as a Team, ○ Take a position. ○ List your rules. ○ Apply the rules. ○ Name your group. ○ Create a communication plan. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.

Day 17	Instructional Plan
Text(s): **A Literature of Place** by Barry Lopez SE pp 462-471	**Student Learning Targets:** **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. **11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies. **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** The general ideas of the text. What is it about? Who is involved? ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check by writing a brief summary of the selection ○ Complete comprehension questions. ○ Conduct research to find photos of the Southern California landscape. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: discern; temporal; spatial. ○ Identify central ideas and supporting details in the reading. ○ Add new words to their Word Network as they read texts in the unit. ○ Use dashes and hyphens to strengthen their writing. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.

Day 18	Instructional Plan
Text(s): **American Regional Art** SE pp. 472-479	**Student Learning Target:** **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. **11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. • Students will: ○ **Look:** At each image and determine whom or what it portrays ○ **Note:** Elements in each image that you find interesting and want to revisit ○ **Connect:** Details in the images to other media you've experienced, texts you've read, or images you've seen

	○ **Respond:** Complete Comprehension check ○ Complete comprehension questions. ○ Conduct research about one of the artists from the gallery and formulate a research question. ○ Revisit the artwork and record any new observations. ○ Respond to questions about the artwork. ○ Complete activities related to the Media Vocabulary words: realism; romanticism; impressionism; palette; perspective. ○ Write an essay interpreting the story the artwork is trying to tell. ○ Add notes and evidence to evidence log that will be used to inform the Performance-Based Assessment.
Day 19	**Instructional Plan**
Text(s): from **Dust Tracks on a Road** by Zora Neale Hurston SE pp 480-488	**Student Learning Target:** **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** The general ideas of the text. What is it about? Who is involved? ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Conduct research to learn how author Alice Walker brought back the forgotten writing of Zora Neale Hurston. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 20	**Instructional Plan**
Text(s): from **Dust Tracks on a Road** by Zora Neale Hurston SE pp 489-491	**Student Learning Target:** **11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies. **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness. **11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • Students will: ○ Add new words to their Word Network as they read texts in the unit. ○ complete activities related to the Concept Vocabulary words: self-assurance; forward; brazenness. ○ Analyze use of literary elements in the excerpt. ○ Locate idioms and overstatements in the reading.

	○ Give a presentation based on the events in the excerpt. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.

Week 5

Day 21	Instructional Plan
Text(s): **Chicago/Wilderness** Carl Sandburg SE pp 492-501	**Student Learning Target:** **11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies. **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in atext, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant andengaging. **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. **11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Who or what is "speaking" the poem and whether the poem tells a story or describes a single moment. ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Find out more about the city of Chicago in the early twentieth century. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: brawling; wanton; cunning. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze imagery, repetition, and personification in the poetry. ○ Analyze line lengths and ellipsis's form the poems. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.
Day 22	**Instructional Plan**
Text(s): **Sandburg's Chicago** SE pp 502-509	**Student Learning Target:** **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media. **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **11-12.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Students will: ○ **Look:** At each image and determine whom or what it portrays ○ **Note:** Elements in each image that you find interesting and want to revisit ○ **Connect:** Details in the images to other media you've experienced, texts you've read, or images you've seen ○ **Respond:** Complete Comprehension check ○ Complete comprehension questions. ○ Revisit the photographs and record any new observations. ○ Respond to questions about the artwork. ○ Complete activities related to the Media Vocabulary words: focal point; depth of field; foreground; background ○ Create a presentation about early-twentieth Chicago. add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.
Day 23	**Instructional Plan**
Text(s): **In the Longhouse**, Oneida Museum Roberta Hill **Cloudy Day** Jimmy Santiago Baca SE pp 510-517	**Student Learning Target:** **11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies. **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Who or what is "speaking" each poem and whether the poem tells a story or describes a single moment. ○ **Annotate:** Mark vocabulary and key passages to revisit ○ **Connect:** Ideas within selection to what you already know and have read ○ **Respond:** Complete Comprehension check ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research the life and work of either Roberta Hill or Jimmy Santiago Baca. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 24	Instructional Plan
Text(s): **In the Longhouse**, Oneida Museum Roberta Hill **Cloudy Day** Jimmy Santiago Baca SE pp 517-519	**Student Learning Targets:** **11-12.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. • Students will: o Complete activities related to the Concept Vocabulary words: strife; sinister; vigilant. o Add new words to their Word Network as they read texts in the unit. o Identify examples of figurative language from the poems. o Identify poetic conventions in each of the poems. o Add notes and evidence that will be used to inform the Performance-Based Assessment. o Complete Selection Test.

Day 25	Instructional Plan
Text(s): Introduction from **The Way to Rainy Mountain** N. Scott Momaday SE pp 520-531	**Student Learning Targets:** **11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies. **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **11-12.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness. **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. • Students will: o **Notice:** The general ideas of the text. What is it about? Who is involved? o **Annotate:** Mark vocabulary and key passages to revisit o **Connect:** Ideas within selection to what you already know and have read o **Respond:** Complete Comprehension check and write a brief summary of the selection o Complete comprehension questions. o Research to find a photograph of one of the places Momaday describes. o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Complete activities related to the Concept Vocabulary words: reverence; rites; deicide. o Add new words to their Word Network as they read texts in the unit. o Mark figurative language or imagery in lines of the poem. o Write an essay examining the role and effects of poetic language in the two poems and the memoir excerpt.

	○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.

Week 6

Day 26	Instructional Plan
Text(s): Speaking and Listening Focus Give an Explanatory Talk SE pp 532-533	**Student Learning Target:** **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. **11-12.SL.PKI.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. • Students will: ○ Give a presentation explaining their understanding of the sense of place demonstrated in the texts. ○ Analyze the prompt, analyze the text, and organize the presentation. ○ Practice the presentation, fine-tune the content and polish the presentation. ○ Present as a group and use checklist items to evaluate.
Day 27	**Instructional Plan**
Text(s): INDEPENDENT LEARNING SE pp 534-535	**Student Learning Target:** ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. • Students will: ○ Create a schedule. ○ Practice what you have learned. ○ Take notes.
Day 28	**Instructional Plan**
Text(s): INDEPENDENT LEARNING SE pp 536-538	**Student Learning Target:** **11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. • Students will: ○ Notice, Annotate, Connect, Respond as they read the selection the first time. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

	○ Write about a paragraph that grabbed their interest. ○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of literature and place. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	**Instructional Plan**
Text(s): PERFORMANCE-BASED ASSESSMENT SE pp 539-541	**Student Learning Target:** **11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **11-12.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience. **11-12.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. **11-12.W.TTP.2.c** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **11-12.W.TTP.2.d** Provide a concluding statement or section that follows from and supports the information or explanation presented. **11-12.W.TTP.2.e** Use appropriate formatting, graphics, and multimedia to aidcomprehension. **11-12.W.TTP.2.f** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: ○ Evaluate the strength of their evidence. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an essay answering what makes certain places live on in our memory. ○ Use the rubric to guide their revisions.
Day 30	**Instructional Plan**
Text(s): PERFORMANCE-BASED ASSESSMENT SE pp 542-543	**Student Learning Target:** **11-12.SL.PKI.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. • Students will: ○ Plan and present a brief three- to five-minute multimedia presentation. ○ Reflect on Unit goals, learning strategies, and the text.