BCS Literacy Vision

Grade 9

Unit Overview

In this unit, students will read about and discover how the diversity of American voices reflect the diversity of the American people.
Students will be able to:

- Evaluate written narratives by analyzing how authors sequence and describe experiences and events.
- Expand their knowledge and use of academic and thematic vocabulary.
- Write a nonfiction narrative in which they 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 their writing and presentations.
- Collaborate with their team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- ***What does it mean to be American?***

Anchor Text

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

Related Texts

Informational Texts

- Media, Blog post: **The Writing on the Wall**, Camille Dungy (1160L)
- Autobiographical Essay: **Finding a Voice: A Taiwanese Family Adapts to America**, Diane Tsai (1180L)

Literary Texts

- Novel Excerpt: **Rules of the Game from The Joy Luck Club**, Amy Tan (1000L)
- 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)
- Memoir: from **When I Was Puerto Rican**, Esmeralda Santiago (900L)
- Poetry: ***The New Colossus***, Emma Lazarus (NP)
- Poetry: **Legal Alien**, Pat Mora (NP)

Nonprint Texts

- Media, Video: **Grace Abbott and the Fight for Immigrant Rights in America**, BBC

End-of-Unit 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.

Week 1	
Day 1	**Instructional Plan**
Text(s): **"Music for My Teacher"**	Student Learning Target: **9-10.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: ○ Watch the unit goals video. ○ Read "*Music for My Teacher"* and identify what details make this narrative vivid and meaningful. ○ Add 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: How is an "American" identity created? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	**Instructional Plan**
Text(s):	Student Learning Target**:** **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

Day 3	**Instructional Plan**
Text(s): **A Quilt of a Country,** Anna Quindlen	Student Learning Target**:** **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 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 and write a brief summary of the selection. ○ Students complete comprehension questions. ○ Answer First Read Extension Questions ○ Research one unfamiliar detail from the text, OR research something that interests them from the text.

Day 4	Instructional Plan

Text(s):
 	
A Quilt of a Country, Anna Quindlen
	Student Learning Target**:**
	9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	
	• Students will:
	  ○ Review the Close Read Model and complete the close read sections in the selection.
	  ○ Respond to questions about the text, citing textual evidence.

Day 5	**Instructional Plan**
Text(s): **A Quilt of a Country,** Anna Quindlen	Student Learning Target**:** **9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts. • Students will: ○ Discuss why an author uses rhetoric or language devices and complete a practice activity.

Week 2	
Day 6	**Instructional Plan**

Text(s):
 	
A Quilt of a Country, Anna Quindlen
	Student Learning Target**:**
	9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
	9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
	
	• Students will:
	  ○ Complete activities related to the Concept Vocabulary words: disparate; pluralistic; diversity; discordant; interwoven; coalescing
	  ○ Complete activities related to the Latin Prefix *dis-*.
	  ○ Add new words to their Word Network as they read texts in the unit.
	  ○ Complete activities related to Word Choice.
	  ○ Complete the selection test over the text.

Day 7	Instructional Plan
Text(s): **The Immigrant Contribution from A Nation of Immigrants** by John F. Kennedy	Student Learning Target**:** **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Who the story is about, what happens, where and when it happens and why those involved react. ○ **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 write a brief summary of the selection. ○ Students research one unfamiliar detail from the text, OR students choose an immigrant from the text to research.
Day 8	**Instructional Plan**
Text(s): **The Immigrant Contribution from A Nation of Immigrants** by John F. Kennedy	Student Learning Target**:** **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Review and analyze three main types of persuasive appeals.
Day 9	**Instructional Plan**
Text(s): **The Immigrant Contribution from A Nation of Immigrants** by John F. Kennedy	Student Learning Target**:** **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. • Students will: ○ Complete activities related to the Concept Vocabulary words: descendants; stock; minority; naturalization; factions; assimilation. ○ Complete activities related to the Latin Root –*nat*- ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities labeling sentence structures.

Day 10	Instructional Plan
Text(s): **The Immigrant Contribution** **from A Nation of Immigrants** by John F. Kennedy	Student Learning Targets**:** **9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material. • Students will: ○ Write an essay in which they consider how diction and tone reflect the author's purpose, audience, and message. ○ Take the selection Test: The Immigrant Contribution

Week 3

Day 11	Instructional Plan
Text(s): **American History** by Judith Ortiz Cafer	Student Learning Target**:** **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 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. ○ **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 write a brief summary of the selection. ○ Research one unfamiliar detail from the text, OR choose an item from the text and formulate a research question.

Day 12	Instructional Plan
Text(s): **American History** by Judith Ortiz Cafer	Student Learning Target**:** **9-10.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. • Students will: ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Analyze the use of internal and external conflict. ○ Complete activities related to the Concept Vocabulary words: anticipated; infatuated; enthralled; devoted; elation; impulse ○ Write English cognates for Spanish words. ○ Add words related to American Identity.

Day 13	Instructional Plan
Text(s): **American History** by Judith Ortiz Cafer	Student Learning Target: **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. **9-10.SL.PKI.4** Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. **9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **9-10.W.TTP.3 *.e*** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Students will: o Complete activities identifying phrases. o Write an alternative ending to the story. o Present a monologue from the point of view of a character in the story. o Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	**Instructional Plan**
Text(s):	Student Learning Target: **9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **9-10.W.TTP.3 *.a*** Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. **9-10.W.TTP.3 *.b*** Sequence events so that they build on one another to create a coherent whole. **9-10.W.TTP.3 *.c*** Create a smooth progression of experiences orevents. **9-10.W.TTP.3 *.d*** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/orcharacters. **9-10.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: o Begin the performance task. o Write a brief narrative that explores the question of how the American Identity has changed over time. o Pre-Writing/Planning: Choose an event to explore, structure the sequence, gather details, and develop situation and point of view. o Drafting: Organize and write a first draft.

Day 15	Instructional Plan
Text(s):	Student Learning Targets: **9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **9-10.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. **9-10.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole. **9-10.W.TTP.3.c** Create a smooth progression of experiences or events. **9-10.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. **9-10.W.TTP.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **9-10.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 **9-10.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: ○ Explore elements of writing to include in their writing. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their narrative and share in small groups. ○ Reflect on their narrative writing.

Week 4

Day 16	Instructional Plan
Text(s): **Novel Excerpt:** *Rules of the Game from The Joy Luck Club* by *Amy Tan* **Media (blog post)**: *The Writing on the Wall* by *Camille Dungy* **Memoir**: *With a Little Help From My Friends from Funny in Farsi* by Firoozeh Dumas **Poetry:** *Morning Talk* by Roberta Hill *Immigrant Picnic* by Gregory Djanikian	Student Learning Targets: **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.

Day 17	Instructional Plan
Text(s): **Rules of the Game** by Amy Tan	Student Learning Targets: **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 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 by writing a brief summary of the selection. ○ Choose an aspect of the text to research.

Day 18	Instructional Plan
Text(s): **Rules of the Game** by Amy Tan	Student Learning Target: **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. **9-10.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase. **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 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. **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. • Students will: ○ Complete activities related to the Concept Vocabulary words: deftly; relented; plotted; concessions ○ Participate in a word study examining: Connotation and Denotation ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze how characters change and identify traits, motivations, and actions. ○ Complete activities identifying participial phrases. ○ Present a scene with their small group. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the Selection Test: “Rules of the Game”

Day 19	Instructional Plan
Text(s): **The Writing on the Wall** by Camille Dungy	Student Learning Target: **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 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 and writing a brief summary of the selection. ○ Students research one unfamiliar detail from the text, OR explore an aspect of the text they find interesting.
Day 20	**Instructional Plan**
Text(s): **The Writing on the Wall** by Camille Dungy	Student Learning Target: **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **9-10.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. **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in atext, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone. **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **9-10.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. **9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. • Students will: ○ 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: memento; composed; inscribed ○ Word Study: Latin Root: -mem- ○ Add new words to their Word Network as they read texts in the unit. ○ Discuss the different examples of informative texts. ○ Find examples of alliteration, assonance, and consonance. ○ Conduct research to prepare a digital presentation. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 5	
Day 21	**Instructional Plan**
Text(s): **With a Little Help From My Friends** by Firoozeh Dumas	Student Learning Target: **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Who 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 you want to revisit. ○ **Connect:** Ideas within the selection to what your already know and what you have already read. ○ **Respond:** Complete Comprehension check and write a brief summary of the selection. ○ Research one unfamiliar detail from the text, OR explore an aspect of the text they find interesting.
Day 22	**Instructional Plan**
Text(s): **With a Little Help From My Friends** by Firoozeh Dumas	Student Learning Target: **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 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. **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning. **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **9-10.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. • Students will: ○ Complete activities related to the Concept Vocabulary words: proximity; correspondents; interpreter ○ Participate in a word Study: Latin Prefix: inter- ○ Add new words to their Word Network as they read texts in the unit. ○ Identify elements of a memoir. ○ Complete activities identifying figurative language. ○ Write an essay interpreting an important detail or quotation from the selection. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the Selection Test: “With a Little Help From My Friends”

Day 23	Instructional Plan
Text(s): **Morning Talk** by Roberta Hill Whitman **Immigrant Picnic** by Gregory Djanikian	Student Learning Target: **9-10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ **Notice:** Who or what is "speaking" in the poem and whether the poem tells a story or describes a single moment. ○ **Annotate:** Mark vocabulary and key passages you want to revisit. ○ **Connect:** Ideas within the selection to what your already know and what you have already read. ○ **Respond:** Complete Comprehension check. ○ Research one unfamiliar detail from the text, OR research an interesting topic.
Day 24	**Instructional Plan**
Text(s): **Morning Talk** by Roberta Hill Whitman **Immigrant Picnic** by Gregory Djanikian	Student Learning Targets: **9-10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. **9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. • Students will: ○ Review the Close Read Model and complete the close read sections in the selection. ○ Complete activities related to the Concept Vocabulary words: chirruped; teased; pipes ○ Participate in a Word Study: Multiple-Meaning Words ○ Analyze stanzas and breaks in poems. ○ Find examples of common English idioms. ○ Discuss the poems in a group. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the Selection Test: Poetry Selection

Day 25	Instructional Plan
Text(s):	Student Learning Targets: **9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. **9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • Students will: ○ As a group students develop a podcast that addresses immigrants experiences. ○ **Plan with Your Group:** Students analyze the text, gather evidence and media examples, and organize ideas for the podcast

Week 6

Day 26	Instructional Plan
Text(s):	Student Learning Target: **9-10.SL.PKI.4** Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. **9-10.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. **9-10.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **9-10.W.PDW.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • Students will: ○ **Plan With Your Group & Rehearse with Your Group:** Practice the podcast, fine-tune the content and improve use of media. ○ **Present and Evaluate**: Present as a group and use checklist items to evaluate.
Day 27	**Instructional Plan**
Text(s):	Student Learning Target: **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Select and read a story from selections available online: ▪ from When I Was Puerto Rican by Esmeralda Santiago ▪ Finding a Voice: A Taiwanese Family Adapts to America by Diane Tsai ▪ The New Colossus by Emma Lazarus ▪ Legal Alien by Pat Mora ▪ Grace Abbott and the Fight for Immigrant Rights in America by BBC

Day 28	Instructional Plan
Text(s):	Student Learning Target: **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. • Students will: ○ Students 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 American identity.
Day 29	**Instructional Plan**
Text(s):	Student Learning Target: **9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. **9-10.W.TTP.3 .a** Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. **9-10.W.TTP.3 .b** Sequence events so that they build on one another to create a coherent whole. **9-10.W.TTP.3 .c** Create a smooth progression of experiences or events **9-10.W.TTP.3 .d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. **9-10.W.TTP.3 .e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material. • Students will: ○ **Review Evidence for a Nonfiction Narrative**: Evaluate the strength of their evidence. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write a nonfiction narrative about "How an "American" identity is created" ○ Use the rubric to guide their revisions.

Day 30	Instructional Plan

Text(s):	Student Learning Target:
	9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task
	
	• Students will:
	  ○ plan and present a brief interpretive reading.
	  ○ reflect on Unit goals, learning strategies, and the text.
	  ○ Take the UNIT test.