

BCS Literacy Vision

Grade 9

Unit Overview

In this unit, students will read about and discover how writings and speeches of the Civil Rights movement inspired social change.

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.

Essential Questions:

- *How can words inspire change?*

Anchor Text(s)

- Speech: “**I Have a Dream**”, Dr. Martin Luther King, Jr. (1140L)
- Letter: **Letter From Birmingham Jail**, Dr. Martin Luther King, Jr. (1190L)

Related Texts

Informational Texts

- Launch Text: **1963: The Year That Changed Everything** (1030L)
- Speech: **Lessons of Dr. Martin Luther King, Jr.**, Cesar Chavez (1060)
- News Article: **How the Children of Birmingham Changed the Civil-Rights Movement**, Lottie L. Joiner (1040L)
- Magazine Article: **The Many Lives of Hazel Bryan**, David Margolick (1220L)

Literary Texts

- Poetry: **For My People**, Margaret Walker (NP)
- Poetry: **Incident**, Natasha Trethewey (NP)
- Memoir: **Traveling**, Grace Paley (820L)
- Narrative Nonfiction: **Sheyann Webb**, Frank Sikora (900L)

Nonprint Texts

- Media, Video: **Remarks on the Assassination of Martin Luther King, Jr.**, Robert F. Kennedy
- Media, Newscast: **Remembering Civil Rights History, When “Words Meant Everything”**, PBS Newshour
- Media, Newscast: **Frank McCain Dies-Helped Start Sit-In Movement at Greensboro Lunch Counter**, Jeff Tiberii
- Media, Video: **Fannie Lou Hamer**, BBC

End-of-Unit Assessment:

Part 1: Writing to Sources: Informative Essay

Students will write an informative essay on the following topic: Explain how words have the power to provoke, calm, or inspire?

Part 2: Speaking & Listening: Multimedia Presentation

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

Week 1

Day 1	Instructional Plan
<p>Text(s):</p> <p>“1963: The Year That Changed Everything”</p>	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Watch the unit goals video. ○ Read “1963: The Year That Changed Everything” and answer the question: How does the writer help the reader understand the importance of these events? ○ 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: Explain how words have the power to provoke, calm, or inspire. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 3	Instructional Plan
<p>Text(s):</p> <p><i>“I Have a Dream”</i> Dr. Martin Luther King, Jr.</p>	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: The general idea 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

Day 4	Instructional Plan
Text(s): "I Have a Dream" Dr. Martin Luther King, Jr.	<u>Student Learning Target:</u> 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. <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Read the selection. Complete comprehension questions. Research one unfamiliar detail from the text.
Day 5	Instructional Plan
Text(s): "I Have a Dream" Dr. Martin Luther King, Jr.	<u>Student Learning Target:</u> 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.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. 9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Discuss rhetorical devices used in the speech.

Week 2

Day 6	Instructional Plan
Text(s): "I Have a Dream" Dr. Martin Luther King, Jr.	<u>Student Learning Target:</u> 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.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete activities related to the Concept Vocabulary words: prosperity; hallowed; tribulations; redemptive; oppression; exalted. Complete activities adding <i>-tion</i> to verbs. Add new words to their Word Network as they read texts in the unit. Complete activities locating elements of parallel structure. Take the Selection Test: I Have a Dream.
Day 7	Instructional Plan
Text(s): “Letter From Birmingham Jail” Dr. Martin Luther King, Jr.	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> 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. Read the selection. Complete comprehension questions. Research one unfamiliar detail from the text. Choose item from text that interests them and formulate research question.
Day 8	Instructional Plan
Text(s): “Letter From Birmingham Jail” Dr. Martin Luther King, Jr.	<p><u>Student Learning Target:</u> 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.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning. 9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Record and examine rhetorical devices.
Day 9	Instructional Plan
Text(s): “Letter From Birmingham Jail” Dr. Martin Luther King, Jr.	<p><u>Student Learning Target:</u> 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.</p>

	<p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete activities related to the Concept Vocabulary words: idly; postpone; stagnation; complacency; yearning; languished. Complete activities related to the Latin Root <i>-plac-</i>. Add new words to their Word Network as they read texts in the unit. Complete activities marking relative clauses and relative pronouns.
Day 10	Instructional Plan
<p>Text(s):</p> <p>“Letter From Birmingham Jail” Dr. Martin Luther King, Jr.</p>	<p><u>Student Learning Targets:</u></p> <p>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.</p> <p>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.)</p> <p>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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Write an essay comparing Dr. King's two speeches. Add notes and evidence that will be used to inform the Performance-Based Assessment. Take the Selection Test: Letter From Birmingham Jail.
Week 3	
Day 11	Instructional Plan
<p>Text(s):</p> <p>“Remarks on the Assassination of Martin Luther King, Jr.”, Robert F. Kennedy</p>	<p><u>Student Learning Target:</u></p> <p>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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Watch: Who speaks, what they say, and how they say it. Note: Elements you find interesting and want to revisit. Connect: Ideas in the video to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check

Day 12	Instructional Plan
<p>Text(s):</p> <p>"Remarks on the Assassination of Martin Luther King, Jr.", Robert F. Kennedy</p>	<p><u>Student Learning Target:</u> 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete comprehension questions. Watch the video again and write down new observations. Respond to questions about the speech.
Day 13	Instructional Plan
<p>Text(s):</p> <p>"Remarks on the Assassination of Martin Luther King, Jr.", Robert F. Kennedy</p>	<p><u>Student Learning Target:</u> 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.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. 9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Write a news report about Robert Kennedy's speech. Adapt their newspaper report to a newscast. Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 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 .a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 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. 9-10.W.TTP.2 .c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 9-10.W.TTP.2 .d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>

	<p>9-10.W.RBP.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.</p> <p>9-10.W.RBP.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.</p> <p>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Begin the performance task. ○ Conduct research to answer the question: How did the selections in this section affect those who first heard them or read them? ○ PreWriting/Planning: Focus their research and evaluate sources. ○ Drafting: Organize and write a first draft.
Day 15	Instructional Plan
Text(s):	<p><u>Student Learning Targets:</u></p> <p>9-10.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.</p> <p>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 transitions.</p> <p>9-10.W.TTP.2 .c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>9-10.W.TTP.2 .d Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>9-10.W.TTP.2 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>9-10.W.RBP.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.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Choose from direct quotations, paraphrases, or summaries to bolster their point. ○ Revising: Evaluate and revise draft utilizing peer reviews. ○ Editing and Proofreading: Edit for conventions and proofread for accuracies. ○ Publishing and Presenting: Create a final version of their argument and share in small groups. ○ Reflecting: Reflect on their informative essays.

Week 4

Day 16	Instructional Plan
<p>Text(s):</p> <p>Media, Newscast: Remembering Civil Rights History, When “Words Meant Everything”, PBS Newshour</p> <p>Poetry: For My People, Margaret Walker</p> <p>Poetry: Incident, Natasha Trethewey</p> <p>Speech: “Lessons of Dr. Martin Luther King, Jr.”, Cesar Chavez</p> <p>Memoir: Traveling, Grace Paley</p>	<p><u>Student Learning Targets:</u></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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
<p>Text(s):</p> <p>Remembering Civil Rights History, When “Words Meant Everything”, <i>PBS Newshour</i></p>	<p><u>Student Learning Targets:</u></p> <p>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.</p> <p>9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p> <p>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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Watch: Who speaks, what they say, and how they say it. ○ Note: Elements you find interesting and want to revisit. ○ Connect: Ideas in the video to other media you've experienced, texts you've read, or images you've seen ○ Respond: Complete Comprehension check. ○ Complete comprehension questions. ○ Listen to the newscast again and write down new observations. ○ Respond to questions about the images. ○ Research and write a report about events from the Civil Rights era. ○ Write an essay about “sacred language” and how it affects people.

Day 18	Instructional Plan
<p>Text(s):</p> <p><i>For My People</i>, Margaret Walker</p> <p><i>Incident</i>, Natasha Trethewey</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: 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 ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 19	Instructional Plan
<p>Text(s):</p> <p><i>For My People</i>, Margaret Walker</p> <p><i>Incident</i>, Natasha Trethewey</p>	<p><u>Student Learning Target:</u> 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. 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.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 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.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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: bewildered; blundering; trembling. ○ Complete the Word Study over the Latin Root: <i>-trem-</i>. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze basic types of stanzas. ○ Analyze commas, semicolons, and dashes. ○ Create a multimedia presentation from a selection of poems. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 20	Instructional Plan
<p>Text(s):</p> <p><i>Lessons of Dr. Martin Luther King, Jr.,</i> Cesar Chavez</p>	<p><u>Student Learning Target:</u> 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.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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: 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. ○ Complete comprehension questions. ○ Choose one unfamiliar detail of the text to research. ○ Choose something interesting from the text and formulate a research question. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Week 5	
Day 21	Instructional Plan
<p>Text(s):</p> <p><i>“Lessons of Dr. Martin Luther King, Jr.”,</i> Cesar Chavez</p>	<p><u>Student Learning Target:</u> 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.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: activist; radical; advocating. ○ Complete the Word Study over the Latin root: -voc-. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify cause and effects.
Day 22	Instructional Plan
<p>Text(s):</p> <p><i>“Lessons of Dr. Martin Luther King, Jr.”,</i> Cesar Chavez</p>	<p><u>Student Learning Target:</u> 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. 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 .c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>

	<p>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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Locate transitional words and phrases. Write a team report. Add notes and evidence that will be used to inform the Performance-Based Assessment. Take the Selection Test: Lessons of Dr. Martin Luther King, Jr.
Day 23	Instructional Plan
<p>Text(s):</p> <p><i>Traveling,</i> Grace Paley</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>9-10.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Notice: 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. Complete comprehension questions. Choose one unfamiliar detail of the text to research. Choose something interesting from the text and formulate a research question. 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
<p>Text(s):</p> <p><i>Traveling,</i> Grace Paley</p>	<p><u>Student Learning Targets:</u></p> <p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete activities related to the Concept Vocabulary words: absolute; sheer; adamant. Complete the word study over Etymology.

	<ul style="list-style-type: none"> ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze the author's perspective in the reading. ○ Cite examples of dialogue from the reading. ○ Debate a question raised by Paley's memoir. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the Selection Test: Traveling.
Day 25	Instructional Plan
Text(s):	<p><u>Student Learning Targets:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Begin the Performance Task. ○ Develop a multimedia presentation on why some words and actions produce change. ○ Plan with your group: Analyze the text, gather evidence and media examples, and organize ideas for the podcast.
Week 6	
Day 26	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ 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):	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ▪ <i>Frank McCain Dies-Helped Start Sit-In Movement at Greensboro Lunch Counter</i>, Jeff Tiberii ▪ <i>How the Children of Birmingham Changed the Civil-Rights Movement</i>, Lottie L. Joiner

	<ul style="list-style-type: none"> ▪ <i>Sheyann Webb</i>, Frank Sikora ▪ <i>The Many Lives of Hazel Bryan</i>, David Margolick ▪ <i>Fannie Lou Hamer</i>, BBC
Day 28	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice, Annotate, Connect, and 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. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 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 .a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 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. 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. 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. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review Evidence for an informative essay: Evaluate the strength of their evidence. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an informative essay explaining how words have the power to provoke, calm, or inspire. ○ Use the rubric to guide their revisions.

Day 30	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 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</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Plan and present a brief three- to five-minute multimedia presentation.○ Reflect on Unit goals, learning strategies, and the text.○ Take the UNIT test.