

BCS Literacy Vision

Unit 1 Overview

In this unit, students will read about and discover what draws us to explore—and enjoy—frightening things.

Students will be able to:

- Evaluate written narratives by analyzing how authors introduce and develop the events in their writing.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *What is the allure of fear?*

Anchor Text(s)

- Anchor Text, Short Story: **The Fall of the House of Usher**, Edgar Allan Poe (1410L)
- Anchor Text, Short Story: **House Taken Over**, Julio Cortázar (1030L)
- Media, Informational Graphic: **from How to Tell You're Reading a Gothic Novel-In Pictures**, Adam Frost and Zhenia Vasiliev

Related Texts

Informational Texts

- Criticism: **How Maurice Sendak's "Wild Things" Moved Children's Books Toward Realism**, Gloria Goodale (1420L)
- Explanatory Nonfiction: **Sleep Paralysis: A Waking Nightmare**, (1090L)
- Newspaper Article: **Stone Age Man's Terrors Still Stalk Modern Nightmares**, Robin McKie (1180)

Literary Texts

- Short Story: **Where is Here?**, Joyce Carol Oates (950L)
- Poetry Collection: **beware: do not read this poem**, Ishmael Reed (NP)
- Poetry Collection: **The Raven**, Edgar Allan Poe (NP)
- Poetry Collection: **Windigo**, Louise Erdrich (NP)
- Short Story: **The Feather Pillow**, Horacio Quiroga, translated by Margaret Sayers Peden (990L)

Nonprint Texts

- Media, Photo Gallery: **from The Dream Collector**, Arthur Tress
- Interview: **Why Do Some Brains Enjoy Fear?**, Allegra Ringo (1180L)

End-of-Unit Assessment:

Part 1: Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic: *In what ways does transformation play a role in stories meant to scare us?*

Part 2: Speaking & Listening: Informal Talk

After completing the final draft of their essay, students will use it as a foundation for a three- to five-minute informal talk.

Week 1

Day 1	Instructional Plan
<p>Text(s):</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 “<i>My Introduction to Gothic Literature</i>” Participate in discussions about the allure of fear. ○ Add new words to their Word Network as they read texts in the unit. ○ Write a summary. ○ 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
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</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>The Fall of the House of Usher by Edgar Allan Poe</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ 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.

Day 4	Instructional Plan
Text(s): The Fall of the House of Usher by Edgar Allan Poe	<u>Student Learning Target:</u> 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete comprehension questions. Answer the First Read Extension Questions. Research one unfamiliar detail from the text, OR research something that interests them from the text. Review the Close Read Model and complete the close read sections in the selection.
Day 5	Instructional Plan
Text(s): The Fall of the House of Usher by Edgar Allan Poe	<u>Student Learning Target:</u> 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Record passages that exemplify elements of the Gothic literary tradition.

Week 2

Day 6	Instructional Plan
Text(s): The Fall of the House of Usher by Edgar Allan Poe	<u>Student Learning Target:</u> 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. <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Complete activities related to the Concept Vocabulary words: annihilate; antiquity; fissure; dissolution; rending; tumultuous Complete activities related to Denotation and Connotation. Add new words to their Word Network as they read texts in the unit.

Day 7	Instructional Plan
<p>Text(s):</p> <p>The Fall of the House of Usher by Edgar Allan Poe</p>	<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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Identify structures of sentences. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the selection test over the text, <i>The Fall of the House of Usher</i>
Day 8	Instructional Plan
<p>Text(s):</p> <p>House Taken Over by Julio Cortazar</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ 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.
Day 9	Instructional Plan
<p>Text(s):</p> <p>House Taken Over by Julio Cortazar</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Complete comprehension questions. First read extension questions. ○ Research one unfamiliar detail from the text OR research the origin of the story.

Day 10	Instructional Plan
<p>Text(s):</p> <p>House Taken Over by Julio Cortazar</p>	<p><u>Student Learning Targets:</u> 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.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</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 passages that exemplify elements of Magical Realism.
<p style="text-align: center;">Week 3</p>	
Day 11	Instructional Plan
<p>Text(s):</p> <p>House Taken Over by Julio Cortazar</p>	<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. 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.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: spacious; unvoiced; obscure; recessed; vestibule; muffled ○ Write English cognates for Spanish Words ○ Add words related to American Identity. ○ Identify Prepositional Phrases.
Day 12	Instructional Plan
<p>Text(s):</p> <p>House Taken Over by Julio Cortazar</p>	<p><u>Student Learning Target:</u> 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.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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write an essay comparing Gothic style and Magical Realism. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

	<ul style="list-style-type: none"> ○ Take the selection test over <i>House Taken Over</i>
Day 13	Instructional Plan
Text(s): from How to Tell You're Reading a Gothic Novel –In Pictures	<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. 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. 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. 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"> ○ First Review NOTICE: New information or ideas you learn about the unit topic as you first read this text. ○ 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. choose an item from the text and formulate a research question. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Complete activities related to the Concept Vocabulary words: reclusive; sinister; ethereal ○ Add words related to portrayals of fear. ○ Create and present an informational graphic. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	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.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. 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.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.RBP.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> <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"> ○ Write an explanatory essay that explores the question of how and when does imagination overcome reason? ○ PreWriting/Planning: Focus ideas, gather evidence and connect across texts. ○ Drafting: Organize and write a first draft.
Day 15	Instructional Plan
Text(s):	<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.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.</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 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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. progression of experiences or events.</p> <p>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.</p> <p>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 and including grades 9-10.)</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Descriptive Details: Record details to include in their writing. ○ Revising: Students evaluate and revise draft utilizing peer reviews. ○ Editing and Proofreading: Students edit for conventions and proofread for accuracies. ○ Publishing and Presenting: Students create a final version of their essays and share in small groups. ○ Reflecting: Students reflect on their essays.

Week 4

Day 16	Instructional Plan
<p>Text(s):</p> <p>Short Story: Where Is Here? by Joyce Carol Oates</p> <p>Media (photo gallery): from The Dream Collector by Arthur Tress</p> <p>Interview: Why Do Some Brains Enjoy Fear? by Allegra Ringo</p> <p>beware: do not read this poem by Ishmael Reed</p> <p>The Raven by Edgar Allan Poe</p> <p>Windigo by Louise Erdrich</p>	<p><u>Student Learning Targets:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</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. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.
Day 17	Instructional Plan
<p>Text(s):</p> <p>Where is Here? by Joyce Carol Oates</p>	<p><u>Student Learning Targets:</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. 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ 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 ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text OR research an interesting topic. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 18	Instructional Plan
<p>Text(s):</p> <p>Where is Here? by Joyce Carol Oates</p>	<p><u>Student Learning Target:</u></p> <p>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.</p> <p>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.</p> <p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: gregarious; amiably; stoical ○ Word Study: Adverbs of Manner ○ Add new words to their Word Network as they read texts in the unit. ○ Identify details that relate to literary elements. ○ Analyze character from examples of dialogue. ○ Write a narrative that extends the scope of "Where is Here?" ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete the Selection Test: "Where is Here?"
Day 19	Instructional Plan
<p>Text(s):</p> <p>from The Dream Collector by Arthur Tress</p>	<p><u>Student Learning Target:</u></p> <p>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> <p>10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Look: At each image and determine who 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 questions

Day 20	Instructional Plan
<p>Text(s):</p> <p>from The Dream Collector by Arthur Tress</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. 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"> ○ Review the photographs and first-review notes and record any new observations. ○ Respond to questions about the text, citing textual evidence ○ Complete activities related to the Media Vocabulary words: composition; perspective or angle; lighting and color; subject; location ○ Create a visual presentation incorporating text and images. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Week 5	
Day 21	Instructional Plan
<p>Text(s):</p> <p>Why Do Some Brains Enjoy Fear? by Allegra Ringo</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. 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently</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 you want to revisit. ○ Connect: Ideas within the selection to what you already know and what you have already read. ○ Respond: Complete Comprehension check and write a brief summary of the selection. ○ Students research one unfamiliar detail from the text OR explore an aspect of the text they find interesting. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 22	Instructional Plan
<p>Text(s):</p> <p>Why Do Some Brains Enjoy Fear? by Allegra Ringo</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.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>

	<p>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: stimulus; dissonance; cognitive Word Study: Patterns of Word Changes Add new words to their Word Network as they read texts in the unit. Identify evidence that supports claims. Analyze Craft and Structure: Speaker's Claims and Evidence Analyze Craft and Structure: Speaker's Claims and Evidence (RP) Complete activities identifying scientific and technical terms. Author's Style: Scientific and Technical Diction Research cultural dimensions of fear and present findings. Add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Why Do Some Brains Enjoy Fear?
Day 23	Instructional Plan
<p>Text(s):</p> <p>beware: do not read this poem by Ishmael Reed</p> <p>The Raven by Edgar Allan Poe</p> <p>Windigo by Louise Erdrich</p>	<p><u>Student Learning Target:</u></p> <p>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.</p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> 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 you want to revisit. Connect: Ideas within the selection to what you already know and what you have already read. Respond: Complete Comprehension check. Research one unfamiliar detail from the text.
Day 24	Instructional Plan
<p>Text(s):</p> <p>beware: do not read this poem by Ishmael Reed</p> <p>The Raven by Edgar Allan Poe</p> <p>Windigo by Louise Erdrich</p>	<p><u>Student Learning Targets:</u></p> <p>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.</p> <p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</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.

	<ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: entreating, implore, beguiling ○ Word Study: Anglo-Saxon Prefix: <i>be-</i> ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze how the speaker's tone and the poem's imagery reveal the theme. ○ Analyze Craft and Structure: Development of Theme ○ Find examples of the effects point of view. ○ Create and deliver a group presentation. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment ○ Take the Selection test: Poetry Collection
Day 25	Instructional Plan
Text(s):	<p><u>Student Learning Targets:</u> 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"> ○ Deliver an Explanatory Presentation, as a group, develop a presentation that addresses how, in literature, a sense of uncertainty helps to create an atmosphere of fear. ○ Plan with their group, analyze the text, gather evidence and media examples, and organize ideas for the presentation.
Week 6	
Day 26	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"> ○ Rehearse with Your Group, practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. ○ 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></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"> ▪ How Maurice Sendak's "Wild Things" Moved Children's Books Toward Realism by Gloria Goodale ▪ Sleep Paralysis: "A Waking Nightmare" ▪ The Feather Pillow by Horacio Quiroga, translated by Margaret Sayers Peden ▪ Stone Age Man's Terrors Still Stalk Modern Nightmares by Robin McKie
Day 28	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u></p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</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"> ○ 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):	<p><u>Student Learning Target:</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.TTP.2 .a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>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.</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.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> <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">○ Evaluate the strength of their evidence.○ Add notes and evidence that will be used to inform the Performance-Based Assessment.○ Write an explanatory essay on the ways transformation plays a role in the stories meant to scare us.○ Use the rubric to guide their revisions.
Day 30	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u></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> <p>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">○ Use their essay as the foundation for a three- to five-minute informal talk.○ Reflect on Unit goals, learning strategies, and the text.○ Take the Unit assessment.