

English as a Second Language Curriculum Correlation Guide

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
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Quarter: First-Fourth (Standards Repeat)

Grade Level: 9-12 Cluster

Updated: 2022

TN State Standards (ELA)	Correlating ESL Standards	Essential Questions	Content Topics/Suggested Reading or Resources
<p>9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p>	<p>ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> Identifying and summarizing central ideas of primary or secondary sources Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims 	<p>How can I cite strong and thorough evidence from the text to demonstrate my understanding of the text?</p> <p>How can I demonstrate the behavior of strategic readers?</p> <p>How can I monitor my reading to ensure that I understand the text?</p>	<p><i>*Content listed in the section is recommended to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed to suit the needs of their students.</i></p>
<p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their</p>	<p>ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Identifying and/or summarizing central ideas 	<p>How can I use the context clues, pictures, images, etc to determine the main idea of a story?</p> <p>How can I analyze literature and informational text for main idea, theme, and important details?</p>	<p><i>*resources are Listed by grade Level and quarter at the end of this document</i></p> <p><i>*Spanish language graphic organizers are available by strategy</i></p> <p><i>Ask an ESL teacher</i></p>

development; provide a critical summary.		How can I use knowledge of language and conventions to understand what a text says?	
<p>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> <p>9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p> <p>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p>	<p>ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> Identifying themes or central ideas that develop over the course of a text Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) 	<p>How can I use knowledge of the plot of a story to analyze and explain how complex characters develop, interact, and change over the course of a text?</p> <p>How do I analyze and explain the structure of an informational text and determine how it contributes to the meaning and/or purpose of the text?</p> <p>How can I participate actively and appropriately in discussions about informational text?</p> <p>How can I demonstrate understanding of domain- specific vocabulary, and apply that understanding to interpret and explain text?</p>	
<p>9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including allusions to</p>	<p>ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by:</p> <ul style="list-style-type: none"> Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships; 	<p>How can the understanding of the figurative, connotative and technical meaning of a word in a text help me analyze specific word choice on meaning and tone?</p>	

<p>other texts, repetition of words and phrases, and analogies.</p> <p>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.</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <p>11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<ul style="list-style-type: none"> ● Evaluating cumulative impact and refinement of author’s key word choices over the course of text 		
<p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using</p>	<p>ELD-LA.9-12.Argue.Expressive Construct language arts arguments that</p>	<p>How can I write about an idea, supporting this idea with relevant details and organizing my ideas in</p>	

<p>valid reasoning supported by relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s).</p> <p>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone.</p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using</p>	<ul style="list-style-type: none"> ● Introduce and develop precise claims and address counterclaims ● Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence ● Establish and maintain a formal style and objective tone ● Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations 	<p>a way that ensures coherence, logic and progression?</p> <p>How can I write all kinds of compositions that structures ideas and arguments in a logical way?</p>	
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<p>valid reasoning supported by relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s).</p> <p>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone.</p>			
<p>9-10. SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9-10th grade topics, texts, and issues, building on others’ ideas and</p>	<p>ELD-SI.4-12.Argue</p> <ul style="list-style-type: none"> ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback 	<p>How can I demonstrate my ability to initiate and participate effectively in a range of collaborative discussions?</p>	

<p>expressing their own clearly and persuasively.</p> <p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence 		
<p>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>Introduce and define topic and/or entity for audience through...</p> <ul style="list-style-type: none"> ● Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (<i>Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change</i>) ● Opening statements to identify type of information (describing, comparing/contrasting, classifying) ● Relating verbs (<i>have, be, belong to, consist of</i>) to link and define entity by its attributes (<i>The Harlem</i> 	<p>How can I demonstrate my understanding of the conventions of Standard English grammar and usage when I write and speak?</p>	

	<p><i>Renaissance was the development of...)</i></p> <ul style="list-style-type: none"> Expanded noun groups to define key concepts, add details or classify information (<i>economic development that changed a nation, 200 years of occupation, extinct species</i>) 		
<p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9- 10 grade-level text by choosing flexibly from a range of strategies.</p> <p>a. Use as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade level morphological elements as clues to the meaning of a word or phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clue to the meaning of a word or phrase.</p>		How can I demonstrate or clarify meaning of unknown and multiple meaning words?	
<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</p>	<p>ELD-LA.9-12.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> Orient audience to context and one or multiple point(s) of view Develop and describe characters and their relationships over a 	How can I produce a piece of writing in which the development, organization, and style are appropriate to task, purpose, and audience?	

types are defined in standards 1-3 above.)	<p>progression of experiences or events</p> <ul style="list-style-type: none"> ● Develop story, advancing the plot and themes with complications and resolutions, time and event sequences ● Engage and adjust for audience 		
9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>LD-LA.9-12.Argue.Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> ● Introduce and develop precise claims and address counterclaims ● Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence ● Establish and maintain a formal style and objective tone ● Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations 	How can I demonstrate command of the conventions of standard English and usage when speaking?	
<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.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>	<p>ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> ● Analyzing use of rhetoric and details to advance point of view or purpose <p>Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims</p>	<p>How can I demonstrate an ability to evaluate the credibility and accuracy of multiple sources presented to me?</p> <p>How can I demonstrate the behavior of a strategic reader and listener?</p> <p>How can I evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric for fallacious reasoning, exaggerated or distorted evidences?</p>	

<p>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.</p> <p>9-10. RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</p> <p>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p> <p>11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p>	<p>ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view 	<p>How can I demonstrate my ability to make connections with different cultures and point of view?</p> <p>How can I demonstrate my ability to analyze the effectiveness of an author's use of rhetoric and its contribution to meaning, point of view, and or purpose of the text?</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.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>ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) 	<p>How can understanding text structure enhance comprehension?</p>	

<p>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</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> <ol style="list-style-type: none"> 1. 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. 2. Sequence events so that they build on one another to create a coherent whole. 3. Create a smooth progression of experiences or events. 4. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 	<p>ELD-SI.4-12.Narrate</p> <ul style="list-style-type: none"> ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue forward ● Create closure, recap, and offer next steps 		

<p>5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>6. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>7. Establish and maintain an appropriate style and tone.</p> <p>11-12.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> <p>1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>2. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>3. Create a smooth progression of experiences or events.</p> <p>4. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey</p>			
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<p>experiences, events, and/or characters.</p> <p>5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>6. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>7. Use appropriate language and techniques, such as metaphor, simile, and analogy.</p> <p>8. Establish and maintain an appropriate style and tone.</p>			
<p>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.</p>		<p>How can I use information effectively from multiple sources, print or digital, and cite sources accurately while avoiding plagiarism as well as following a standard format for citation?</p> <p>How can I make sure my sources are authoritative and effective, and useful enough to answer my research question?</p>	
<p>9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.</p> <p>11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and</p>		<p>How can I analyze various accounts of a subject told in different mediums, while determining at the same time which details are emphasized in each account?</p>	

media, including how the version interprets the source text.			
<p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <p>11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</p>	<p>ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> Identifying and summarizing central ideas of primary or secondary sources Analyzing use of rhetoric and details to advance point of view or purpose Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims 	<p>How can I evaluate arguments and claims made in a text for validity and relevance?</p> <p>How can I identify false statements and fallacious reasoning in a text?</p>	
<p>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.</p> <p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		<p>How can I use digital media in my presentations in a way that it will enhance people's understanding of my findings and also enhance the interest of my audience?</p>	
<p>9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal</p>	<p>ELD-LA.9-12.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> Engage and adjust for audience <p>ELD-LA.9-12.Argue.Expressive Construct language arts arguments that Establish and maintain a formal style and objective tone</p>	<p>How can I adjust my speech to match various contexts and tasks?</p> <p>How can I demonstrate command of formal English when indicated or appropriate?</p>	

English when indicated or appropriate.			
<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>11-12.L.VAU.6 Acquire and accurately use general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the post- secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		How can I apply knowledge of language to understand how language functions in different contexts and be able to use this knowledge to make choices for meaning, style, and to comprehend more fully when reading or listening?	
Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.			

Text/ Resource Crosswalk

Quarter	Grade Level	Text	Resource
Q1	9	<p>Essay: A Quilt of a Country, Anna Quindlen (1310L)</p> <p>Essay: The Immigrant Contribution from A Nation of Immigrants, John F. Kennedy (1320L)</p> <p>Short Story: American History, Judith Ortiz Cofer (1000L)</p>	<p>Readworks</p> <p>Quilting and Social Issues</p> <p>“ Social Causes and Justice in fabric”</p> <p>Lexile 1050</p> <p>Readworks</p> <p>The Immigrant Experience</p> <p>Lexile 630-810</p> <p>Reading A-Z <i>Immigration in the United States lexile 1020</i></p> <p><i>Illustrated dictionary related to immigration and related articles</i> https://education.nationalgeographic.org/resource/resource-library-united-states-immigration</p>

		<p>Informational Texts</p> <p>Media, Blog post: The Writing on the Wall, Camille Dungy (1160L)</p> <p>Autobiographical Essay: Finding a Voice: A Taiwanese Family Adapts to America, Diane Tsai (1180L) Literary Texts</p> <p>Novel Excerpt: Rules of the Game from The Joy Luck Club, Amy Tan (1000L)</p> <p>Memoir: With a Little Help From My Friends from Funny in Farsi, Firoozeh Dumas (920L)</p> <p>Poetry: Morning Talk, Roberta Hill (NP)</p> <p>Poetry: Immigrant Picnic, Gregory Djanikian (NP)</p> <p>Memoir: from When I Was Puerto Rican, Esmeralda Santiago (900L)</p> <p>Poetry: The New Colossus, Emma Lazarus (NP)</p> <p>Poetry: Legal Alien, Pat Mora (NP)</p>	<p>Reading A-Z</p> <p>Famous Hispanic Americans: A Proud Heritage</p> <p>Lexile 1080</p> <p>Available in Spanish</p> <p>News ELA</p> <p>Salvadoran immigrant writes poetry meant to get us talking</p> <p>-available in Spanish and various Lexile levels</p> <p>Readworks</p> <p>Important figures of Asian/ Pacific Islander decent</p> <p>Lexile 690-920</p> <p>News ELA “ The Barrier Breaking Power of Learning Someone Else’s Story”</p> <p>Lexile 590-1050</p> <p>Available in Spanish</p> <p>Readworks</p>
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			<p>« The New Colosus » Emma Lazarus and The Immigrant Experience.</p> <p>Lexile 1290</p> <p>https://theimmigrantstory.org/new-horizons/</p> <p>Video : A Kansas Student's Immigration Story</p> <p>https://youtu.be/wC159oeoGTU</p>
Q1-Q2	9	<p>Short Story: The Seventh Man, Haruki Murakami (910L) Editorial: The Moral Logic of Survivor Guilt, Nancy Sherman (1100L) Media, Radio Broadcast: The Key to Disaster Survival? Friends and Neighbors, Shankar Vedantam (NP)</p>	<p>Reading A-Z “Endurance on the Ice” Lexile 920 Available in Spanish</p> <p>“Wild River” by P.J. Petersen Lexile 570</p> <p>“I survived” series texts Lexile 590-630</p>
		<p>Informational Texts: Narrative Nonfiction: The Voyage of the James Caird from The Endurance, Caroline Alexander (1000L) Argument: The Value of a Sherpa Life, Grayson Schaffer (1230L) Biography: from Unbroken, Laura Hillenbrand (910L) Expository Nonfiction: Seven Steps to Surviving a Disaster, Jim Y. Kim (1340L)</p>	

		<p>Magazine Article: Titanic vs. Lusitania: How People Behave in a Disaster, Jeffrey Kluger (1240L)</p> <p>Public Letter: Survival Is Your Own Responsibility, Daryl R. Miller (1120L)</p> <p>Literary Texts:</p> <p>Poetry: I am Offering This Poem, Jimmy Santiago Baca (NP)</p> <p>Poetry: The Writer, Richard Wilbur (NP)</p> <p>Poetry: Hugging the Jukebox, Naomi Shihab Nye (NP)</p> <p>Novel Excerpt: from Life of Pi, Yann Martel (870L)</p> <p>Short Story: To Build a Fire, Jack London (970L)</p> <p>Short Story: The Most Dangerous Game, Richard Connell (740L)</p>	
Q2-Q3	9	<p>Speech: "I Have a Dream", Dr. Martin Luther King, Jr. (1140L)</p> <p>Letter: Letter From Birmingham Jail, Dr. Martin Luther King, Jr. (1190L)</p>	<p>Reading A-Z "Martin Luther King Jr."</p> <p>Lexile 750/ 840</p> <p>Available in Spanish</p> <p>Video " Letter From Birmingham Jail by Shmoop" This video simplifies the contents of the Letter and presents the ideas with graphics. Students can auto generate subtitles in a variety of languages.</p> <p>https://www.youtube.com/watch?v=0StjBB58xnE</p>
		<p>Launch Text: 1963: The Year That Changed Everything (1030L)</p> <p>Speech: Lessons of Dr. Martin Luther King, Jr., Cesar Chavez (1060)</p> <p>News Article: How the Children of Birmingham Changed the Civil-Rights Movement, Lottie L. Joiner (1040L)</p> <p>Magazine Article: The Many Lives of Hazel Bryan, David Margolick (1220L) Literary Texts</p> <p>Poetry: For My People, Margaret Walker (NP)</p>	<p>Reading A-Z "The Birmingham Children's Crusade"</p> <p>Lexile 950</p> <p>Available in Spanish</p>

		<p>Poetry: Incident, Natasha Trethewey (NP)</p> <p>Memoir: Traveling, Grace Paley (820L)</p> <p>Narrative Nonfiction: Sheyann Webb, Frank Sikora (900L)</p>	<p>Reading A-Z “Civil Rights Trailblazer” Lexile 970</p> <p>News ELA “Indigenous Youth Take Global Stage in Madrid to Voice Climate Change Worries” Lexile 560-1070 Available in Spanish Bews ELA “ Young Activists Create Asian American Lesson Plan to Fight Racism” Lexile 600-1050</p>
Q3-Q4	9	<p>Informational Texts</p> <p>Launch Text: “Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding” (950L)</p> <p>Literature and Culture: Historical Context, The Tragedy of Romeo and Juliet</p> <p>Literary Criticism: “Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That” Alyssa Rosenberg (1310L)</p> <p>Literary Criticism: “In Defense of Romeo and Juliet: It’s Not Childish, It’s “About” Childishness” Noah Berlatsky (1100L)</p> <p>Journalism: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet” Gordana Sandic-Hadzihasanovic (1000L)</p> <p>Nonfiction: “What’s the Rush?: Young Brains Cause Doomed Love”, Lexi Tucker (1100)</p> <p>News Article: “If Romeo and Juliet Had Cell Phones” Misty Harris (1450L) Literary Texts</p> <p>Myth: Popocatepetl and Ixtlaccihuatl, Juliet Piggott Wood (1190L)</p> <p>Poetry: Annabel Lee, Edgar Allan Poe (NP)</p> <p>Graphic Novel: from William Shakespeare’s Romeo and Juliet , artwork by Eli Neugenboren (NP)</p>	<p>ISL Collective “Romeo and Juliet” Simplified Version Ask an ESL teacher</p> <p>ISL Collective interactive videos for increased comprehension</p>

Q4	9	<ul style="list-style-type: none"> Epic Poem: from The Odyssey, Part 1, Homer, translated by Robert Fitzgerald (NP) <p>Epic Poem: from The Odyssey, Part 2, Homer, translated by Robert Fitzgerald (NP)</p> <p>Related Texts</p> <p>Informational Texts</p> <p>Launch Text – Gone and Back Again: A Traveler’s Advice (830L)</p> <p>Functional Workplace Document: Application for a Mariner’s License, United States Government</p> <p>Literature and Culture: Historical Context, the Odyssey</p> <p>Interview: from The Hero’s Adventure, Joseph Campbell and Bill Moyers (1200L)</p> <p>Literary Texts</p> <p>Media, Graphic Novel: from The Odyssey: A Graphic Novel, Gareth Hinds</p> <p>Short Story: The Return, Ngugi wa Thiong’o (670L)</p> <p>Poetry: Courage, Anne Sexton (NP)</p> <p>Poetry: Ithaka, C.P. Cavafy (NP)</p> <p>Poetry: from The Narrow Road of the Interior, Gregory Djanikian (1210L)</p> <p>Poetry: The Road Not Taken, Robert Frost (NP)</p> <p>Poetry: Your World, Georgia Douglas Johnson (NP)</p> <p>Short Story: The Ugly Duckling, Hans Christian Andersen (1020L)</p> <p>Memoir: from Wild, Cheryl Strayed (1180L)</p>	<p>“Refugee” by Alan Gratz Lexile 800</p> <p>Reading A-Z “Odysseus and the Bag of Winds” Lexile 1100 Available in Spanish and French</p> <p>“A Long Walk to Water” by Linda Sue Park Lexile 720</p> <p>Readworks “How to Have an adventure” Lexile 780</p>
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Q1	10	<p>Anchor Text, Short Story: The Fall of the House of Usher, Edgar Allan Poe (1410L)</p> <p>Anchor Text, Short Story: House Taken Over, Julie Cortazar (1030L)</p> <p>Media, Informational Graphic: from How to Tell You're Reading a Gothic Novel-In Pictures, Adam Frost and Zhenia Vasiliev</p> <p>Informational Texts</p> <p>Criticism: How Maurice Sendak's "Wild Things" Moved Children's Books Toward Realism, Gloria Goodale (1420L)</p> <p>Explanatory Nonfiction: Sleep Paralysis: A Waking Nightmare, (1090L)</p> <p>Newspaper Article: Stone Age Man's Terrors Still Stalk Modern Nightmares, Robin McKie (1180)</p> <p>Literary Texts</p> <p>Short Story: Where is Here?, Joyce Carol Oates (950L)</p> <p>Poetry Collection: beware: do not read this poem, Ishmael Reed (NP)</p> <p>Poetry Collection: The Raven, Edgar Allen Poe (NP)</p> <p>Poetry Collection: Windigo, Louise Erdrich (NP)</p> <p>Short Story: The Feather Pillow, Horacio Quiroga, translated by Margaret Sayers Peden (990L)</p> <p>Nonprint Texts</p> <p>Media, Photo Gallery: from The Dream Collector, Arthur Tress</p> <p>Interview: Why Do Some Brains Enjoy Fear?, Allegra Ringo (1180L)</p>	<p>The Fall of The House of Usher" annotated with vocabulary definitions</p> <p>https://poestories.com/read/houseofusher</p> <p>ISL Collective</p> <p>"The Fall of the House of Usher Animated with Subtitles"</p> <p>https://en.islcollective.com/video-lessons/the-fall-of-the-house-of-usher</p> <p>Readworks</p> <p>"Conquering Fears and Phobias" Lexile 630</p> <p>News ELA "Why are Dreams Wacky? Maybe to Help us Learn and Cope"</p> <p>Lexile 400-820</p> <p>Available in Spanish</p> <p>News ELA "The Science of Ghosts"</p> <p>(This article explains sleep paralysis)</p> <p>Lexile 450-840</p> <p>Available in Spanish</p>
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Q1-Q2	10	<p>Anchor Text, Short Story: The Metamorphosis, translated by Ian Johnston (1310L)</p> <p>Media, Video: Franz Kafka and Metamorphosis, BBC</p> <p>Informational Texts</p> <p>Argument: Revenge of the Geeks, Alexandra Robins (1050L)</p> <p>Newspaper Article: Outsider's Art is Saluted at Columbia, Then Lost Anew, Vivian Lee (1120L)</p> <p>Literary Texts</p> <p>Short Story: The Doll's House, Katherine Namsfield (740L)</p> <p>Poetry Collection: Sonnet, With Bird, Sherman Alexie (NP)</p> <p>Poetry Collection: Elliptical, Harryette Mullen (NP)</p> <p>Poetry Collection: Fences, Pat Mora (NP)</p> <p>Myth: The Orphan Boy and the Elk Dog, Blackfoot, retold by Richard Erdoes and Alfonso Ortiz (950L)</p> <p>Memoir: By Any Other Name from Gifts of Passage, Santha Rama Rau (1100L) Non-Print Texts:</p> <p>Lecture: Encountering the Other: The Challenge for the 21st Century, Ryszard Kapuscinski</p> <p>Media, Radio Broadcast: Fleeing to Dismal Swamps, Slaves and Outcasts Found Freedom, Sandy Hausman</p>	<p>"The Metamorphosis" text and read aloud with adjustable read aloud speed https://esl-bits.net/Novellas.for.ESL.Students/The.Metamorphosis/index.html</p> <p>"The Metamorphosis" Spanish language PDF (ask an ESL teacher)</p> <p>News ELA "Belonging is the Goal" soccer Unites Refugees at a Calif. Field Lexile 450-950</p> <p>Epic Books The Boy who Grew Flowers by Jen Wojtowicz Lexile 810</p> <p>Epic Books The Sanctuary by Ann Eskridge Audiobook</p>
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Q2	10	<p>Born Free: Children and the Struggle for Human Rights (1100L) Anchor Text, Speech: “from The “Four Freedoms” Speech”, Franklin D. Roosevelt (1300L) Speech: “Inaugural Address” John F. Kennedy (1410L) Media, Video: “Inaugural Address” John F. Kennedy</p> <p>Informational Texts Speech: “Speech at the United Nations” Malala Yousafzai (870L) Essay: “Misrule of Law” Aung San Suu Kyi (1200L) Personal Essay: “Credo: What I Believe” Neil Gaiman (1070L)</p> <p>Literary Texts Poetry Collection: “Caged Bird” Maya Angelou (NP) Poetry Collection: “Some Advice To Those Who Will Serve Time in Prison” Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk (NP) Short Story: “The Sensors” Luisa Valenzuela, translated by David Unger (1170L) Short Story: “Harrison Bergeron” Kurt Vonnegut, Jr. (810L)</p> <p>Nonprint Texts Media, Interview: Diane Sawyer Interviews Malala Yousafzai, ABC News Media: Informational Text: Law and the Rule of Law: The Role of Federal Courts, Judicial Learning Center</p>	<p>News ELA “America’s Newspapers Chronicled the Struggle for Women’s Rights” Lexile 610-1200</p> <p>News ELA “Louisiana Reenactment highlights the Largest Slave Rebellion in History” Lexile 570-1020</p> <p>News ELA “Freedom of Religion in the New World” Lexile 550-1070 Available in Spanish</p> <p>Readworks “Visual Artists From Around the world”</p>
Q3	10	<p>Anchor Text, Short Story: The Necklace, Guy de Maupassant, translated by Andrew MacAndrew (910L) Anchor Text, Short Story: Civil Peace, Chinua Achebe (820L) Media, Photo Essay: Fit for a King: Treasures of Tutankhamun I Came, I Saw, I Shopped (990L) Journalism: In La Rinconada, Peru, Searching for Beauty in Ugliness, Marie Arana(1240) Magazine Article: The Thrill of the Chase, Margie Goldsmith (1130L) News Article: Ads May Spur Unhappy Kids to Embrace Materialism, Amy Norton (1250L) Magazine Article: My Possessions, Myself, Russell W. Belk (1250L) News Article: Heirlooms’ Value Shifts From Sentiment to Cash, Rosa Salter Rodriguez (1110L) Literary Texts</p>	<p>El Collar (Spanish Language text) http://ciudadseva.com/texto/el-collar/</p> <p>News ELA “ Iron Daggar in King Tut’s Tomb Fell out of the Sky- Sort of” Lexile 610-1180 Available in Spanish</p> <p>Readworks “The Gift of the Magi” Lexile 880 Readworks “The great Gift” Lexile 430</p>

		<p>Poetry Collection: Avarice, Yusef Komunyakaa (NP)</p> <p>Poetry Collection: The Good Life, Tracy K. Smith (NP)</p> <p>Poetry Collection: Money, Reginald Gibbons (1530L)</p> <p>Short Story: The Golden Touch, Nathaniel Hawthorne (1130L)</p> <p>Poetry: from King Midas, Howard Moss (NP)</p> <p>Short Story: A Dose of What the Doctor Never Orders, Ihara Saikaku, translated by G.W. Sargent (1300L) Nonprint Texts</p> <p>Media, Informational Graphic: The Gold Series: A History of Gold, Visual Capitalist</p>	
Q3-Q4	10	<p>Historical Context, Oedipus the King</p> <p>Drama: Oedipus the King, Part I; Sophocles, translated by Nicholas Rudall (NP)</p> <p>Drama: Oedipus the King, Part II; Sophocles, translated by Nicholas Rudall (NP)</p> <p>Letter: “View From the Empire State Building” Helen Keller (1150L)</p> <p>Memoir: The Neglected Senses, from For the Benefit of Those Who See (1060 L)</p> <p>Media, Newscast: “Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight” ABC News</p> <p>Media, Informational Graphic: “How Your Eyes Trick Your Mind,” Melissa Hogenboom</p> <p>Science Article: “Blind, Yet Seeing: The Brain’s Subconscious Visual Sense,” Benedict Carey (1320L)</p> <p>Oral History: “Experience: I First Saw My Wife Ten Years After We Married,” Shandar Herian (860L)</p> <p>Science Article: “Visual Neuroscience: Look and Learn”, Apoorva Mandavilli (1200L) Literary Texts</p> <p>Poetry Collection: “The Blind Seer of Ambon,” W.S. Merwin (NP)</p> <p>Poetry Collection: “On His Blindness,” Jorge Luis Borges, translated by Robert Mezey (NP)</p> <p>Short Story: “The Country of the Blind,” H.G. Wells (1170L)</p> <p>Novel Excerpt: from Blindness, Jose Saramago, translated by Giovanni Pontiero (1600L)</p>	<p>A video to provide background information on “Oedipus the King”- this can be auto translated into a variety of languages https://www.youtube.com/watch?v=3K4vc3FtTlk</p> <p>News ELA “In Tennessee, the Colorblind can now take in the true Colors of Fall” Lexile 570-1080</p> <p>Reading A-Z “Climbing Mountains; An Interview with Erik Weißenmayer” Lexile 870 Available in Spanish</p> <p>News ELA Echolocation gives blind people a visual on the word” Lexile 410-920</p> <p>Epic Books “sight” Lexile 540</p>

Q1	11	<p>Foundational Document: Declaration of Independence, Thomas Jefferson (1390L)</p> <p>Foundational Document: Preamble to the Constitution, Governor Morris (1930L)</p> <p>Foundational Document: Bill of Rights, James Madison (1580L)</p> <p>Speech: Speech in the Convention, Benjamin Franklin (1500L)</p> <p>Expository Nonfiction: from America's Constitution: A Biography, Akhil Reed Amar (1360L)</p> <p>Graphic Novel: from The United States Constitution: A Graphic Representation, Jonathan Hennessey and Aaron McConnell</p> <p>Autobiography: from The Interesting Narrative of the Life of Olaudah Equiano, Olaudah Equiano (1240L)</p> <p>Letter: Letter to John Adams, Abigail Adams (1230)</p> <p>Biography: from Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters, Diane Jacobs (1300)</p> <p>Speech: Gettysburg Address, Abraham Lincoln (1490)</p> <p>Essay: from Democracy is Not a Spectator Sport, Arthur Blaustein with Helen Matatov (1480L)</p> <p>Speech: Reflections on the Bicentennial of the United States Constitution, Thurgood Marshall (1330L)</p> <p>Political Document: from the Iroquois Constitution, Dekanawidah, translated by Arthur C. Parker (1510)</p> <p>Argument: from Common Sense, Thomas Paine (1300L)</p> <p>Literary Texts</p> <p>Poetry: Speech to the Young/Speech to the Progress-Toward, Gwendolyn Brooks (NP)</p> <p>Poetry: the Fish, Elizabeth Bishop (NP)</p> <p>Short Story: The Pedestrian, Ray Bradbury (1080L)</p>	<p>News ELA "Primary Sources: The Declaration of Independence"</p> <p>Lexile 580-1240</p> <p>Available in Spanish</p> <p>News ELA "Primary sources: The Constitution of the United States of America"</p> <p>Lexile 650-1110</p> <p>Available in Spanish</p> <p>Reading A-Z "The Bill of Rights"</p> <p>Lexile 820-1120</p> <p>Available in Spanish</p> <p>ISL Collective video "What you don't Know about the Declaration of Independence"</p> <p>https://en.islcollective.com/video-lessons/what-you-dont-know-about-the-declaration-of-independence</p>
Q1-Q2	11	<p>The Zigzag Road to Rights (1160L)</p> <p>Speech: from What to the Slave is the Fourth of July?, Frederick Douglass (1220L)</p> <p>Speech: Second Inaugural Address, Abraham Lincoln (1490)</p> <p>Historical Perspectives: Focus Period 1850-1890: Civil War and Social Change</p> <p>History: from the Warmth of Other Suns, Isabel Wilkerson (1330L)</p>	<p>News ELA "Presidential , Radical and Congressional Reconstruction After the Civil War"</p> <p>Lexile 600-1040</p> <p>Available in Spanish</p> <p>News ELA "Afghan Women Worry Their New Freedoms May Disappear"</p>

		<p>Was Brown v. Board a Failure?, Sarah Garland (1340L)</p> <p>Legal Opinion: Brown v. Board of Education: Opinion of the Court, Earl Warren (1370L)</p> <p>Memoir: from Life on the Mississippi, Mark Twain, (1060L)</p> <p>Public Document: Declaration of Sentiments, Elizabeth Cady Stanton (1490L)</p> <p>Essay: "What a Factory Can Teach a Housewife", Ida Tarbell (1210L)</p> <p>Personal Essay: from Books as Bombs, Louis Menand (1260L)</p> <p>Literary Texts</p> <p>Short Story: "The Story of an Hour", Kate Chopin (960L)</p> <p>Short Story: "Occurrence at Owl Creek Bridge", Ambrose Bierce</p> <p>Poetry Collection 1: The Poetry of Langston Hughes, Langston Hughes (NP)</p> <p>Poetry Collection 2: Douglass, Paul Laurence Dunbar (NP)</p> <p>Poetry Collection 2: The Fifth Fact, Sarah Browning (NP)</p> <p>Poetry Collection 2: Who Burns for the Perfection of Paper, Martin Espade (NP) Nonprint Text</p> <p>Media, Podcast: Giving Women the Vote, Sandra Sleight-Brennan</p> <p>Media, Podcast: A Balance Between Nature and Nurture, Gloria Steinem</p> <p>Speech: Ain't I a Woman?, Sojourner Truth (750L)</p>	<p>Lexile 710-1160</p> <p>News ELA "Fires and Fatalities Don't Keep Bangladeshi Women from the Factories"</p> <p>Lexile 710-1100</p> <p>Epic Books</p> <p>"Freedom, We Sing" by Amyra Leon and Molly Mendoza</p>
Q2	11	<p>Historical Perspectives: Focus Period 1880-1920: Bright Horizons, Challenging Realities</p> <p>Anchor Text, Memoir: from Life on the Mississippi, Mark Twain, (1060L)</p> <p>Anchor Text, Short Story: "The Notorious Jumping Frog of Calaveras County", Mark Twain (1190L)</p> <p>Anchor Text, Short Story: "A White Heron", Sarah Orne Jewett (1250L)</p> <p>Literary Texts</p> <p>Chicago/Wilderness, Carl Sandburg</p> <p>Poetry Collection 2: In the Longhouse, Oneida, Museum, Roberta Hill (NP)</p> <p>Poetry Collection 2: Cloudy Day, Museum, Jimmy Santiago Baca (NP)</p>	<p>Epic books "African Folktales"</p> <p>"Cajun Folktales" "The Red Tapestry and other Chinese folktales" "We All Have Tales, Aladdin and the Magic Lamp"</p>

		<p>A Literature of Place, Barry Lopez from Dust Tracks on a Road, Zora Neale Hurston Untying the Knot, Annie Dillard (1170L) Poetry Collection 3: The Wood-Pile/Birches, Robert Frost (NP) Short Story: The Rockpile, James Baldwin, (820L) Nonprint Texts Media, Fine Art Gallery: American regional Art, Poetry Collection: The Good Life, Tracy K. Smith (NP) Medea, Photo Gallery: Sandburg's Chicago</p>	
Q3	11	<p>Anchor Text, Drama: The Crucible, Act I, Arthur Miller (NP) Anchor Text, Drama: The Crucible, Act II, Arthur Miller (NP) Anchor Text, Drama: The Crucible, Act III, Arthur Miller (NP) Anchor Text, Drama: The Crucible, Act IV, Arthur Miller (NP)</p>	<p>“The Crucible” by Arthur Miller Spanish Translation PDF (Ask an ESL Teacher) News ELA “The Salem Witch Trials: Teenage Hocus Pocus -or Just Teenage Hoax?” Lexile 500-1140</p> <p>Readworks “Immigration in the USA” Text set Lexile 830-1000</p> <p>News ELA “The Red Scare and the Palmer Raids” Lexile 590- 1120</p>
Q3-Q4	11	<p>Anchor Text, Short Story: "Everyday Use", Alice Walker (980L) Anchor Text, Short Story: "Everything Stuck to Him", Raymond Carver (460L) Anchor Text, Short Story: "The Leap", Louise Erdrich</p>	<p>“Everyday Use” Spanish translation with activities on Common Lit</p>
Q1	12	<p>Historical Perspectives: Focus Period 750-1066: Ancient Warriors Anchor Text, Epic Poetry: from Beowulf, translated by Burton Raffel (NP) Media, Graphic Novel: from Beowulf: Gareth Hinds</p> <p>Essay: Accidental Hero, Zadie Smith (830L) Science Article: The New Psychology of Leadership, Stephen D Reicher, Michael J. Platow, S. Alexander Haslam (1360L) Science Article: What is Charisma and Charismatic Leadership?, Ronald E. Riggio Speech: Speech Before Her Troops, Queen Elizabeth I (1150L)</p>	<p>Reading A-Z “Beowulf” Lexile 650-1120</p> <p>News ELA “Are you Monomythic? Joseph Campbell and The Hero's Journey” Lexile 560-1120</p> <p>News ELA “What Ghandi Can Teach Today's Protesters” Lexile 580-970 Available in Spanish</p>

		<p>Speech: Defending Nonviolent Resistance, Mohandas K. Gandhi (1390)</p> <p>Speech: Pericles' Funeral Oration, Thucydides, translated by Rex Warner (1240L)</p> <p>Literary Texts</p> <p>Poetry: To Lucasta, on Going to the Wars, Richard Lovelace (NP)</p> <p>Poetry: The Charge of the Light Brigade, Alfred, Lord Tennyson (NP)</p> <p>Poetry: The Song of the Mud, Mary Borden (NP)</p> <p>Poetry: Dulce et Decorum Est, Wilfred Owen (NP)</p> <p>Poetry: The Battle of Maldon, Translated by Burton Raffel (NP)</p>	
Q1-Q2	12	<p>Historical Perspectives: Focus Period 1066-1485: England: The Beginnings</p> <p>Anchor Text, Poetry: The Prologue from the Canterbury Tales, Geoffrey Chaucer, translated by Nevill Coghill (NP)</p> <p>Media, Video: The Prologue From the Canterbury Tales: The Remix, Patience Agbabi</p> <p>Informational Texts</p> <p>Historical Account: from The Worms of the Earth Against the Lions, from A Distant Mirror, Barbara W. Tuchman (1380L)</p> <p>Essay: Shakespeare's Sister, Virginia Woolf (1120L)</p> <p>Public Document: Passenger Manifest for the MV Empire Windrush</p> <p>Newspaper Articles/Editorial: Occupy LSX May Be Gone, but the Movement Won't Be Forgotten, Giles Fraser (950L)</p> <p>Newspaper Articles/Editorial: Today's Pygmy Protesters Are No Heirs to Martin Luther King, Nick Herbert (1100L)</p> <p>Newspaper Articles/Editorial: Inequality and the Crisis: Still Pre-Occupied, The Guardian (1230L)</p> <p>Argument: What We Mean When We Say the People, Edmund Burke (1240L) Literary Texts</p> <p>Essay/Poetry: On Seeing England for the First Time, Jamaica Kincaid (1190L)</p> <p>Essay/Poetry: XXIII from Midsummer, Derek Walcott (NP)</p>	<p>Youtube "The Canterbury Tales General Prologue Video Summary"</p> <p>Can be auto translated in a variety of languages</p> <p>News ELA "Scramble to flee Irma underscores rich, poor Divide"</p> <p>Lexile 540-1160</p>

		<p>Mock Epic: from The Rape of the Lock, Alexander Pope</p> <p>Novel Excerpt: from Candide, Voltaire (990L)</p> <p>Interview/Poetry Collection: An Interview With Benjamin Zephaniah, Eric Doumerc</p> <p>Interview/Poetry Collection: Poetry of Benjamin Zephaniah, Benjamin Zephaniah</p>	
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Q2	12	<p>Historical Perspectives: Focus Period 1485-1625: Renaissance and Reformation: A Changing England</p> <p>Literature and Culture: Literary History, The Tragedy of Macbeth</p> <p>Anchor Text, Drama: The Tragedy of Macbeth Act I, William Shakespeare (NP)</p> <p>Anchor Text, Drama: The Tragedy of Macbeth Act II, William Shakespeare (NP)</p> <p>Anchor Text, Drama: The Tragedy of Macbeth Act III, William Shakespeare (NP)</p> <p>Anchor Text, Drama: The Tragedy of Macbeth Act IV, William Shakespeare (NP)</p> <p>Anchor Text, Drama: The Tragedy of Macbeth Act V, William Shakespeare (NP)</p> <p>Informational Texts</p> <p>Literary Criticism: from The Naked Babe and the Cloak of Manliness, from the Well Wrought Urn, Cleanth Brooks (1130L)</p> <p>Literary Criticism: from Macbeth, from Shakespeare's Language, Frank Kermode (1090L)</p> <p>Science Articles: What's Your Time Perspective?, Jane Collingwood (1100L)</p> <p>Science Articles: Does Time Pass, Does Time Pass? (1150L) Literary Texts</p> <p>Poetry Collection 1: Sonnet 12, William Shakespeare (NP)</p> <p>Poetry Collection 1: Sonnet 60, William Shakespeare (NP)</p>	<p>ISL Collective "Shakespeare's Macbeth Video Summary" https://en.islcollective.com/video-lessons/shakespeares-macbeth-video-summary</p> <p>Youtube "Hip Hop Shakespeare? : Akala at TedxAldeburgh" https://www.youtube.com/watch?v=DSbtkLA3GrY</p> <p>Saddleback Publishing "Shakespeare Made Easy Macbeth" (Ask an ESL Teacher)</p>
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		<p>Poetry Collection 1: Sonnet 73, William Shakespeare (NP)</p> <p>Poetry Collection 1: Sonnet 32, from Pamphilia to Amphilanthus, Mary Wroth (NP)</p> <p>Poetry Collection 1: Sonnet 75, Edmund Spenser (NP)</p> <p>Drama: from Oedipus Rex: Sophocles, translated by David Greene (NP)</p> <p>Poetry Collection 2: Ozymandias: Percy Bysshe Shelley (NP)</p> <p>Poetry Collection 2: Why Brownlee Left: Paul Muldoon (NP)</p> <p>Poetry Collection 2: Man's Short Life and Foolish Ambition: Margaret Cavendish, Duchess of Newcastle (NP)</p> <p>Media, Graphic Novel: from Macbeth: The Graphic Novel, William Shakespeare, illustrated by John Haward; script adapted by John McDonald</p> <p>Short Story: The Lagoon, Joseph Conrad (1000L)</p> <p>Nonprint Texts</p> <p>Media, Audio Performance: The Tragedy of Macbeth, Act V, Scene I, L.A. Works</p> <p>Media, Audio Performance: The Tragedy of Macbeth, Act V, Scene I, LibriVox</p>	
Q3	12	<p>Historical Perspectives: Focus Period 1798-1832: An Era of Change</p> <p>Anchor Text, Poetry Collection 1: Lines Composed a Few Miles Above Tintern Abbey, William Wordsworth (NP)</p> <p>Anchor Text, Poetry Collection 1: from The Prelude, William Wordsworth (NP)</p> <p>Anchor Text, Poetry Collection 2: Ode to a Nightingale, John Keats (NP)</p> <p>Anchor Text, Poetry Collection 2: Ode to the West Wind, Percy Bysshe Shelley (NP)</p> <p>Anchor Text, Novel Excerpt: from Frankenstein, Mary Wollstonecraft Shelley (1040)</p>	<p>“Frankenstein” audiobook/ read aloud with adjustable speed https://esl-bits.net/ESL.English.Learning.Audiobooks/Frankenstein/preview.html</p> <p>Epic Books “Frankenstein” Lexile 540</p> <p>ISL Collective “Frankenstein Video Lesson” https://en.islcollective.com/video-lessons/frankenstein</p>

		<p>Informational Texts</p> <p>Science Journalism: The Most Forgetful Man in the World, from Moonwalking With Einstein, Joshua Foer (1450)</p> <p>Newspaper Article: Seeing Narcissists Everywhere, Douglas Quenqua (1300L)</p> <p>Newspaper Article: A Year in a Word: Selfie, Gautam Malkani (1150L)</p> <p>Essay: from Time and Free Will, Henri Bergson (1300) Literary Texts</p> <p>Novel Excerpt: from Mrs. Dalloway, Virginia Woolf (780L)</p> <p>Poetry Collection 3: Apostrophe to the Ocean, from Childe Harold's Pilgrimage, George Gordon, Lord Byron (NP)</p> <p>Poetry Collection 3: The World Is Too Much With Us, William Wordsworth (NP)</p> <p>Poetry Collection 3: London, 1802, William Wordsworth (NP)</p> <p>Novel Excerpt: The Madeleine from Remembrance of Things Past, Marcel Proust</p> <p>Novel Excerpt: from The Portrait of a Lady, Henry James (1240L) Nonprint Texts</p> <ul style="list-style-type: none"> • Media, Radio Broadcast; When Memories Never Fade, the Past Can Poison the Present, from All things Considered, Alix Spiegel (1060) 	
Q3-Q4	12	<p>Historical Perspectives: Focus Period 1901-Present, A Changing World</p> <p>Anchor Text, Essay: Back to My Own Country: An Essay, Andrea Levy (900L)</p> <p>Anchor Text, Essay: Shooting an Elephant, George Orwell (1070L)</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • <p>Literary Texts</p>	<p>News ELA "Defining Characteristics of a Culture"</p> <p>Lexile 440-840</p> <p>Available in Spanish</p> <p>Readworks "A Story Quilt with A Moral"</p> <p>Lexile 420</p> <p>News ELA "Colorful Fabric Structures at Smithsonian Explore What Home Means"</p> <p>Lexile 390-790</p> <p>Available in Spanish</p>

		<p>History: from A History of the English Church and People, Bede, translated by Leo Sherley-Price (1280L)</p> <p>Poetry Collection 1: The Seafarer, translated by Burton Raffel (NP)</p> <p>Poetry Collection 1: Dover Beach, Matthew Arnold (NP)</p> <p>Poetry Collection 1: Escape From the Old Country, Adrienne Su (NP)</p> <p>Poetry Collection 2: The Widow at Windsor, Rudyard Kipling (NP)</p> <p>Poetry Collection 2: From Lucy: Englan' Lady, James Berry (NP)</p> <p>Speech: St. Crispin's Day Speech, from Henry V, Act IV, Scene iii (NP)</p> <p>Poetry: Home Thoughts, From Abroad, Robert Browning (NP)</p> <p>Novel Excerpt: from The Buried Giant, Kazuo Ishiguro (1266L)</p> <p>Short Story: My Old Home, Lu Hsun (1010L)</p> <p>Essay: from Writing as an Act of Hope, Isabel Allende (1040L) Nonprint Texts</p> <ul style="list-style-type: none"> • Media, Website: from History of Jamaica, Encyclopaedia Britannica 	<p>News ELA "Young Mexican Immigrant Returns to a Nation She Barely Knows"</p> <p>Lexile 610-980</p>
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