myPerspectives CALIFORNIA
ENGLISH LANGUAGE ARTS

CA Grade 9 Unit Planning Guide



*my*Perspectives Unit Planning Guide

GRADE 9 | UNIT 1: **American Voices**
ESSENTIAL QUESTION: ***What does it mean to be American?***
PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**
NOTES:

INSTRUCTIONAL MODEL



WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- ***ELD Companion*** is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- ***my*Perspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 1 Overview

In this unit, students will read about and discover how the diversity of American voices reflect the diversity of the American people.

Unit Goals

Students will be able to:

- Evaluate written narratives by analyzing how authors sequence and describe experiences and events.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write a nonfiction narrative in which you develop characters and events using specific details and descriptions.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use exposition and dialogue to convey meaning and add variety and interest to 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.

Selections & Media

Launch Text

- Music for My Mother (770L)

Whole-Class Learning

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

Small-Group Learning

- Novel Excerpt**:** *Rules of the Game from The Joy Luck Club,* Amy Tan (1000L)
- Media, Blog post: *The Writing on the Wall,* Camille Dungy (1160L)
- Memoir: *With a Little Help From My Friends from Funny in Farsi,* Firoozeh Dumas (920L)
- Poetry: *Morning Talk,* Roberta Hill (NP)
- Poetry: *Immigrant Picnic,* Gregory Djanikian (NP)

Independent Learning

- Memoir: *from When I Was Puerto Rican,* Esmeralda Santiago (900L)
- Autobiographical Essay: *Finding a Voice: A Taiwanese Family Adapts to America*, Diane Tsai (1180L)
- Poetry: *The New Colossus,* Emma Lazarus (NP)
- Poetry: *Legal Alien,* Pat Mora (NP)
- Media, Video: *Grace Abbott and the Fight for Immigrant Rights in America,* BBC

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic:

How is an American identity created?

Part 2 – Speaking & Listening: Interpretive Reading

After completing the final draft of their writing, students will use their narrative to plan and present a brief interpretive reading.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what it means to be “American.”

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 4-9	**OVERVIEW** Whole-Class Learning SE pp 10-11	**SELECTION** Anchor Text A Quilt of a Country, Anna Quindlen SE p 13-17	**SELECTION** Anchor Text A Quilt of a Country, Anna Quindlen SE p 18	**SELECTION** Anchor Text A Quilt of a Country, Anna Quindlen SE p 19
Unit Goals Students will deepen their understanding of what it means be "American" by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** conflict; description; dialogue; exposition; sequence Home Connection Letter Spanish Home Connection Letter Unit 1 Answer Key **Launch Text** Students will read "*Music for My Teacher*" They will then be asked to identify what details make this narrative vivid and meaningful. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *What does it mean to be "American"?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** disparate; discordant; pluralistic; interwoven; diversity; coalescing **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio A Quilt of a Country: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. A Quilt of a Country: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research something that interests them from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RI.9-10.5	**MAKING MEANING** **Analyze Craft & Structure Purpose and Rhetoric** Students will discuss why an author uses rhetoric or language devices and will complete a practice activity. Analyze Craft and Structure: Purpose and Rhetoric Analyze Craft and Structure: Purpose and Rhetoric (RP) **STANDARDS** RI.9-10.6; PI.8; PI.10

Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: How is an "American" identity created: **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6; PII.12; PIII		**STANDARDS** RI.9-10.10; PI.6; PI.7; PI.8		
***my*Perspectives EL Support**				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 5)		Audio Summary A Quilt of a Country: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 14) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 16)		Analyze Craft and Structure: Purpose and Rhetoric (RP) (TE p 19) Personalize for Learning English Language Support: Rhetoric (TE p 19) English Language Support Lesson: Rhetoric (On Realize)

***ELD Companion* Support**				
Unit 1, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Nouns without Plurals Word Study: Regular Plural Nouns **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.11; PI.9-10.12; PII.9-10; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4	**Unit 1, Lesson 1** **Whole Group** Introduce Writing a Narrative Essay **Work Time Instruction** Reteach: Regular Plural Nouns Topics for a Narrative Essay **Work Time Assignments** Interactive Reader Word Study Practice Write a Narrative Essay **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 1, Lesson 2** **Vocabulary** Selection: *elite, heritage* Academic: *realize, character, description, claim* **Read Aloud, Think Aloud**" "Many Worlds, One Team" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 1, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Nouns without Plurals Word Study: Antonyms **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4	**Unit 1, Lesson 3** **Whole Group** Narrative Essay: Develop a Setting **Work Time Instruction** Reteach: Antonyms Narrative Essay: Develop a Setting **Work Time Assignments** Word Study Practice Narrative Essay: Develop a Setting **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4 .9-10.4; PIII.9-10.10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text A Quilt of a Country, Anna Quindlen SE pp 20-21	**SELECTION** Anchor Text The Immigrant Contribution *from* A Nation of Immigrants John F. Kennedy SE pp 22-29	**SELECTION** Anchor Text The Immigrant Contribution *from* A Nation of Immigrants John F. Kennedy SE pp 30-31	**SELECTION** Anchor Text The Immigrant Contribution *from* A Nation of Immigrants John F. Kennedy SE pp 32-33	**SELECTION** Anchor Text The Immigrant Contribution *from* A Nation of Immigrants John F. Kennedy SE pp 34-35
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: disparate; pluralistic; diversity; discordant; interwoven; coalescing **Word Study: Latin Prefix *dis-*** Students complete activities related to the Latin Prefix *dis-*. Concept Vocabulary and Word Study Word Study: Latin Prefix *dis-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Word Choice** Students complete activities related to Word Choice Author's Style: Word Choice Author's Style: Word Choice (RP)	**MAKING MEANING** **Concept Vocabulary** descendants; stock; minority; naturalization; factions; assimilation **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Immigrant Contribution: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Immigrant Country: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Purpose and Persuasion** Students will review analyze three main types of persuasive appeals. Analyze Craft and Structure: Purpose and Persuasion Analyze Craft and Structure: Purpose and Persuasion (RP) **STANDARDS** RI.9-10.1; RI.9-10.5; RI.9-10.6; RI.9-10.10	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: descendants; stock; minority; naturalization; factions; assimilation **Word Study: Latin Root *-nat-*** Students complete activities related to the Latin Root *–nat-* Concept Vocabulary and Word Study Word Study: Latin Root *–nat-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Sentence Structure** Students complete activities labeling sentence structures. Conventions: Sentence Structure	**EFFECTIVE EXPRESSION** **Writing to Compare: Essay** Students write an essay in which they consider how diction and tone reflect the author's purpose, audience, and message. Writing to Compare: Essay **SELECTION TEST** Selection Test: The Immigrant Contribution **STANDARDS** R.9-10.4; W.9-10.2; W.9-10.9.b; PI.1; PI.4; PI.7

SELECTION TEST Selection Test: A Quilt of a Country **STANDARDS** RI.9-10.4; L.9-10.4.b	**Research to Explore** Students choose an immigrant from the text to research. **STANDARDS** RI.9-10.10; PI.6; PI.8		Conventions: Sentence Structure (RP) **STANDARDS** L.1.b; L.4.b; PII.3; PII.4	
***my*Perspectives EL Support**				
Word Study (RP) (TE p 20) Author's Style: Word Choice (RP) (TE p 21)	Audio Summary The Immigrant Contribution: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 25) Personalize for Learning English Language Support: Difficult Concepts (TE p 28)	Analyze Craft and Structure: Purpose and Persuasion (RP) (TE p 31)	Word Study: Latin Root – *nat-* (RP) (TE p 32) Conventions: Sentence Structure (RP) (TE p 33) Personalize for Learning English Language Support: Sentences (TE p 33) English Language Support Lesson: Independent and Dependent Clauses (On Realize)	Personalize for Learning English Language Support: Nuances of Language (TE p 34)
***ELD Companion* Support**				
Unit 1, Lesson 4 **Vocabulary** Selection: *burden, fearsome* Academic: *report, notice, access* **Read Aloud, Think Aloud** "An Awful Lot to Live For" **Classroom Conversation** Small Group Discussion **Standards**	**Unit 1, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Regular Plural Nouns Word Study: Antonyms **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-	**Unit 1, Lesson 5** **Whole Group** Narrative Essay: Identify the Sequence of Events **Work Time Instruction** Word Study Reader: Managing Money Narrative Essay: Create a Sequence of Events **Work Time Assignments** Word Study Reader	**Unit 1, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Vowel Patterns *ei* and *eigh* **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10;	**Unit 1, Lesson 6** **Work Time Instruction** Reteach: Vowel Patterns *ie, eigh* Write a Narrative Essay **Work Time Assignments** Interactive Reader Word Study Practice Narrative Essay **Standards**

PI.9-10.1; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.11; PI.9-10.12; PII.9-10.1	10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10.10	Narrative Essay: Create a Sequence of Events **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10.10	PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text American History Judith Ortiz Cafer SE pp 36-45	**SELECTION** Anchor Text American History Judith Ortiz Cafer SE pp 46-48	**SELECTION** Anchor Text American History Judith Ortiz Cafer SE pp 49-51	**PERFORMANCE TASK: WRITING FOCUS** Write a Nonfiction Narrative SE pp 52-54	**PERFORMANCE TASK: WRITING FOCUS** Write a Nonfiction Narrative SE pp 55-57
MAKING MEANING **Concept Vocabulary** anticipated; infatuated; enthralled; devoted; elation; impulse **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio American History: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. American History: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. American History: Text Questions **Analyze Craft and Structure: Narrative Structure** Students will analyze the use of internal and external conflict. Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary**	**LANGUAGE DEVELOPMENT** **Conventions: Types of Phrases** Students complete activities identifying phrases. Conventions: Types of Phrases Conventions: Types of Phrases (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Alternative Endings** Students write an alternative ending to the story. Writing to Sources: Alternative Endings Writing to Sources: Alternative Endings (RP) **Speaking and Listening: Monologue** Students present a monologue from the point of view of a character in the story Speaking and Listening: Monologue	**PERFORMANCE TASK** **Write a Nonfiction Narrative** Students write a brief narrative that explores the question of how the American Identity has changed over time. **PreWriting/Planning** Students choose an event to explore, structure the sequence, gather details, and develop situation and point of view. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.3; W.9-10.3.a, W.9-10.3.b; W.9-10.c; W.9-10.3.d, W.9-10.10	**LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Exposition and Dialogue** Students explore elements of writing to include in their writing. **PERFORMANCE TASK** **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 narrative and share in small groups. **Reflecting** Students reflect on their narrative writing. **STANDARDS** W.9-10.3.a-e; W.9-10.4; W.9-10.5; W.9-10.10; Pl.1

Students choose an item from the text and formulate a research question. **STANDARDS** RL.9-10.10, PI.6; PI.7; PI.8	Students complete activities related to the Concept Vocabulary words: anticipated; infatuated; enthralled; devoted; elation; impulse **Word Study: Cognates** Students write English cognates for Spanish Words. Concept Vocabulary and Word Study Word Study: Cognates (RP) **Word Network** Add words related to American Identity. **STANDARDS** RL.9-10.3, L.9-10.4.c, L.9-10.5, PI.6a	Speaking and Listening: Monologue (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: American History **STANDARDS** W.9-10.3, W.9-10.3.e, SL.9-10.4; L.9-10.1.b		
***my*Perspectives EL Support**				
Audio Summary American History: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 37) Personalize for Learning English Language Support: Idioms (TE p 39) Personalize for Learning English Language Support: Abbreviations (TE p 41)	Analyze Craft and Structure: Narrative Structure (RP) (TE p 47) Word Study: Cognates (RP) (TE p 48) Personalize for Learning English Language Support Describing Story Elements (TE p 47) English Language Support Lesson: Conflict (On Realize)	Conventions: Types of Phrases (RP) (TE p 49) Speaking and Listening: Monologue (RP) (TE p 51)		Personalize for Learning English Language Support: Predict Meaning (TE p 55)

***ELD Companion* Support**				
Unit 1, Lesson 7 **Vocabulary** Selection: *accompanied, detect* Academic: *practically, directly, figure* **Read Aloud, Think Aloud**" "The Circuit" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.8; PI.9-10.12	**Unit 1, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Irregular Plural Nouns **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 1, Lesson 8** **Whole Group** Narrative Essay: Develop Believable Characters **Work Time Instruction** Reteach: Irregular Plurals Narrative Essay: Develop Believable Characters **Work Time Assignments** Word Study Practice Narrative Essay: Develop Believable Characters **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 1, Lesson 9** **Vocabulary** Selection: *vineyard, jotted* Academic: *reflected, probably, familiar* **Read Aloud, Think Aloud** "The Circuit" **Classroom Conversation** Partner Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 1, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Vowel Patterns *ei* and *eigh* Word Study: Irregular Plural Nouns **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10.10

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 58-61	**SELECTION** Rules of the Game Amy Tan SE pp 62-74	**SELECTION** Rules of the Game Amy Tan SE pp 74-77	**SELECTION** The Writing on the Wall Camille Dungy SE pp 78-83	**SELECTION** The Writing on the Wall Camille Dungy SE pp 84-87
Essential Question *What does it mean to be "American"?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** deftly; relented; plotted; concessions **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Rules of the Game: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. A Rules of the Game: First Read Extension Questions **Research to Explore** Students choose an aspect of the text to research. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: deftly; relented; plotted; concessions Close Read the Text **Word Study** Connotation and Denotation Concept Vocabulary and Word Study Word Study: Connotation and Denotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Complex Characters** Students will analyze how characters change and identify traits, motivations, and actions. Analyze Craft and Structure: Complex Characters	**MAKING MEANING** **Concept Vocabulary** memento; composed; inscribed **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Writing on the Wall: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Writing on the Wall: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students explore an aspect of the text they find interesting. **STANDARDS**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: memento; composed; inscribed **Word Study** Latin Root: *-mem-* Concept Vocabulary and Word Study Word Study: Latin Root: *-mem-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.

	Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.3; RL.9-10.10; L.9-10.4.a; PI.1; PI.7; PI.8; PII.1	Analyze Craft and Structure: Complex Characters (RP) **Conventions: Participles and Participial Phrases** Students complete activities identifying participial phrases. Conventions: Participles and participial Phrases Conventions: Participles and participial Phrases (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Act out a Scene** Students present a scene with their small group. Speaking and Listening: Act out a Scene Speaking and Listening: Act out a Scene (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Rules of the Game **STANDARDS** RL.9-10.3; L.9-10.1; L.9-10.1.b; L.9-10.4.d; L.9-10.5.b; PI.6b; PI.10; PII.3	RI.9-10.10; L.9-10.4.a; PI.6; PI.7	**Analyze Craft & Structure Informative Text** Students will discuss the different examples of informative texts. Analyze Craft and Structure: Informative Text Analyze Craft and Structure: Informative Text (RP) **Author's Style Word Choice** Students find examples of alliteration, assonance, and consonance. Author's Style: Word Choice Author's Style: Word Choice (RP) **EFFECTIVE EXPRESSION** **Research: Digital Presentation** Students conduct research to prepare a digital presentation. Research: Digital Presentation Research: Digital Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.

				Selection Test: The Writing on the Wall **STANDARDS** RI.9-10.2; RL.9-10.4; RL.9-10.10; W.9-10.7; SL.9-10.5; L.9-10.4.b; PI.9; PI.10
***my*Perspectives EL Support**				
	Audio Summary Rules of the Game: Accessible Leveled Text Personalize for Learning English Language Support: Proverbs (TE p 62) Personalize for Learning English Language Support: Cohesion (TE p 67) Personalize for Learning English Language Support: Personification (TE p 69)	Word Study: Connotation and Denotation (RP) (TE p 74) Analyze Craft and Structure: Complex Characters (RP) (TE p 75) Conventions: Participles and participial Phrases (RP) (TE p 76) Speaking and Listening: Act out a Scene (RP) (TE p 77) Personalize for Learning English Language Support: Character Traits (TE p 75) English Language Support Lesson: Character Traits (On Realize) Personalize for Learning English Language Support: Past participles and Past Tense Words (TE p 76)	Audio Summary The Writing on the Wall: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 79) Personalize for Learning English Language Support: Idioms (TE p 82)	Word Study: Latin Root: -*mem*- (RP) (TE p 84) Analyze Craft and Structure: Informative Text (RP) (TE p 85) Author's Style: Word Choice (RP) (TE p 86) Research: Digital Presentation (RP) (TE p 87) Personalize for Learning English Language Support: Planning a Digital Presentation (TE p 87) English Language Support Lesson: Digital Presentation (On Realize)
***ELD Companion* Support**				

Unit 1, Lesson 10	Unit 1, Lesson 11	Unit 1, Lesson 11	Unit 1, Lesson 12	Unit 1, Lesson 13
Work Time Instruction Word Study Reader: Earth's Moons Write a Narrative Essay **Work Time Assignments** Word Study Reader Narrative Essay: Conclusions **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10.10	**Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Connotations and Denotations **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7; PIII.9-10	**Work Time Instruction** Reteach: Connotations and Denotations Narrative Essay: Peer Conference and Review **Work Time Assignments** Interactive Reader Word Study Practice Write a Narrative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7; PIII.9-10	**Vocabulary** Selection: *savoring, hesitant* Academic: *conflict, destruction, continue* **Read Aloud, Think Aloud**" "The Circuit" **Classroom Conversation** Quick Draw **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12	**Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Homographs **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION With a Little Help From My Friends Firoozeh Dumas SE pp 88-94	**SELECTION** With a Little Help From My Friends Firoozeh Dumas SE pp 94-97	**SELECTION** Morning Talk Roberta Hill Whitman Immigrant Picnic Gregory Djanikian SE pp 98-105	**SELECTION** Morning Talk Roberta Hill Whiteman Immigrant Picnic Gregory Djanikian SE pp 106-109	**PERFORMANCE TASK: Speaking and Listening Focus** Produce a Podcast SE pp 110-111
MAKING MEANING **Concept Vocabulary** proximity; correspondents; interpreter **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Non-Fiction **Read the Selection** Selection Audio With a Little Help From My Friends: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. With a Little Help From My Friends: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students explore an aspect of the text they find interesting.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: proximity; correspondents; interpreter **Word Study** Latin Prefix: *inter-* Concept Vocabulary and Word Study Word Study: Latin Prefix: *inter-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Literary Nonfiction** Students identify elements of a memoir. Analyze Craft and Structure: Literary Nonfiction Analyze Craft and Structure: Literary Nonfiction (RP) **Author's Style: Humor**	**MAKING MEANING** **Concept Vocabulary** chirruped; teased; pipes **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Morning Talk Immigrant Picnic: Accessible Text **Comprehension Check** Students complete comprehension questions. Morning Talk/Immigrant Picnic: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic. **STANDARDS**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: chirruped; teased; pipes **Word Study: Multiple-Meaning Words** Concept Vocabulary and Word Study Word Study: Multiple-Meaning Words (RP) **Word Network**	**PERFORMANCE TASK** **Produce a Podcast** As a group students develop a podcast that addresses immigrants experiences. **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize ideas for the podcast **STANDARDS** SL.9-10.1.a; W.9-10.8

Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4a; PI.6	Students complete activities identifying figurative language. Author's Style: Humor Author's Style: Humor (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Essay** Students write an essay interpreting an important detail or quotation from the selection. Writing to Sources: Essay Writing to Sources: Essay (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: With a Little Help From My Friends **STANDARDS** RI.9-10.3; W.9-10.2; W.9-10.2.b; L.9-10.4.b; L.9-10.5.a; PI.2; PI.8	RL.9-10.10; L.9-10.4; PI.5; PI.8	Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Poetic Structures** Students will analyze stanzas and breaks in poems. Analyze Craft and Structure: Poetic Structures Analyze Craft and Structure: Structure: Poetic Structures (RP) **Author's Style: Word Choice** Students find examples of common English idioms. Author's Style: Word Choice Author's Style: Word Choice (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Panel Discussion** Students discuss the poems in a group. Speaking and Listening: Panel Discussion Speaking and Listening: Panel Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	

			Selection Test: Poetry Selection **STANDARDS** RL.9-10.5; SL.9-10.1.c; SL.9-10.1.d; L.9-10.4; PI.1; PI.3; PI.8	
***my*Perspectives EL Support**				
Audio Summary With a Little Help From My Friends: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 92)	Word Study: Latin Prefix: *inter-* (RP) (TE p 94) Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 95) Author's Style: Humor (RP) (TE p 96) Writing to Sources: Essay (RP) (TE p 97) Personalize for Learning English Language Support: Hyperbole (TE p 96) English Language Support Lesson: Hyperbole (On Realize)	Audio Summary Morning Talk Immigrant Picnic: Accessible Text Personalize for Learning English Language Support: Syntax (TE p 99) Personalize for Learning English Language Support: Idioms (TE p 104)	Word Study: Multiple-Meaning Words (RP) (TE p 106) Analyze Craft and Structure: Poetic Structures (RP) (TE p 107) Author's Style: Word Choice (RP) (TE p 108) Speaking and Listening: Panel Discussion (RP) (TE p 109) English Language Support Lesson: Panel Discussion (On Realize) Personalize for Learning English Language Support: (TE p 107) Personalize for Learning English Language Support: Idioms (TE p 108) Personalize for Learning English Language Support: Panel Discussion (TE p 109)	

***ELD Companion* Support**				
Unit 1, Lesson 13 **Whole Group** Narrative Essay: Revise and Edit **Work Time Instruction** Reteach Homographs Narrative Essay: Revise and Edit **Work Time Assignments** Word Study Practice Narrative Essay: Revise and Edit **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7	**Unit 1, Lesson 14** **Vocabulary** Selection: *debated, impact* Academic: *managed, expected, protect, surprised* **Read Aloud, Think Aloud** "Old Enough to Vote?" **Classroom Conversation** Whole Class Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12	**Unit 1, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Connotations and Denotations Word Study: homographs **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.9; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 1, Lesson 15** **Work Time Instruction** Word Study Reader: People in Pictures Narrative Essay: Present **Work Time Assignments** Word Study Reader Present a Narrative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.9; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Produce a Podcast SE p 111	**INTRODUCE INDEPENDENT LEARNING** SE pp 112-113	**INDEPENDENT LEARNING** SE pp 114-116	**PERFORMANCE-BASED ASSESSMENT** SE pp 117-119	**PERFORMANCE-BASED ASSESSMENT** SE pp 120-121
PERFORMANCE TASK **Plan With Your Group** **Rehearse with Your Group** Students practice the podcast, fine-tune the content and improve use of media. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** W.9-10.6; SL.9-10.4; SL.9-10.5; SL.9-10.6	**Essential Question** *What does it mean to be "American"?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for a Nonfiction Narrative** Students evaluate the strength of their evidence. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Nonfiction Narrative** Students will write a nonfiction narrative about How is an "American" identity created. **Nonfiction Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.3.a-e; W.9-10.9	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Interpretive Reading** Students plan and present a brief interpretive reading. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4.b

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1; PI.1; PI.6		
***my*Perspectives EL Support**				
		Personalize for Learning English Language Support: Skim, predict, and use a KWL Chart (TE p 114) Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 115) Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

GRADE 9 | UNIT 2: **Survival**
ESSENTIAL QUESTION: ***What does it take to survive?***
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:

INSTRUCTIONAL MODEL

- **WHOLE-CLASS LEARNING**
- **ASSESSMENTS**
- **SMALL-GROUP LEARNING**
- **INDEPENDENT LEARNING**

IMPORTANT NOTES

- ***ELD Companion*** is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- ***my*Perspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 2 Overview

In this unit, students will read about and discover many examples of survival.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use transitions to create cohesion in 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.

Selections & Media

Launch Text

- The Cost of Survival (1070L)

Whole-Class Learning

- Anchor Text, Short Story: *The Seventh Man,* Haruki Murakami (910L)
- Anchor Text, Editorial: *The Moral Logic of Survivor Guilt,* Nancy Sherman (1100L)
- Media, Radio Broadcast: *The Key to Disaster Survival? Friends and Neighbors,* Shankar Vedantam (NP)

Small-Group Learning

- Narrative Nonfiction**:** *The Voyage of the James Caird from The Endurance,* Caroline Alexander (1000L)
- Media, Photo Gallery, *The Endurance and the James Caird in Images,* Frank Hurley (NP)
- Novel Excerpt: *from Life of Pi,* Yann Martel (870L)
- Argument: *The Value of a Sherpa Life,* Grayson Schaffer (1230L)
- Poetry: *I am Offering This Poem,* Jimmy Santiago Baca (NP)
- Poetry: *The Writer,* Richard Wilbur (NP)
- Poetry: *Hugging the Jukebox,* Naomi Shihab Nye (NP)
-

Independent Learning

- Short Story: *To Build a Fire,* Jack London (970L)
- Short Story: *The Most Dangerous Game*, Richard Connell (740L)
- Biography: *from Unbroken,* Laura Hillenbrand (910L)
- Expository Nonfiction: *Seven Steps to Surviving a Disaster,* Jim Y. Kim (1340L)
- Magazine Article: *Titanic vs. Lusitania: How People Behave in a Disaster,* Jeffrey Kluger (1240L)
- Public Letter: *Survival Is Your Own Responsibility*, Daryl R. Miller (1120L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic:

Should people in life-or-death situations be held accountable for their actions?

Part 2 – Speaking & Listening: Oral Presentation

After reading, the group will create a multimedia presentation about strength and survival.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what they learned about survival.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 124-129	**OVERVIEW** Whole-Class Learning SE pp 130-131	**SELECTION** Anchor Text The Seventh Man, Haruki Murakami SE pp 132-145	**SELECTION** Anchor Text The Seventh Man, Haruki Murakami SE pp 146-147	**SELECTION** Anchor Text The Seventh Man, Haruki Murakami SE pp 148-149
Unit Goals Students will deepen their understanding of survival by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** evidence; credible; valid; formulate; logical Home Connection Letter Spanish Home Connection Letter Unit 2 Answer Key **Launch Text** Students will read "*The Cost of Survival".* They will then be asked to identify the main point of the argument and how the author supports that point. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *What does it take to survive?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** desperate; entranced; hallucination; premonition; profound; meditative **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Seventh Man: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Seventh Man: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research something that interests them and form a research question. **STANDARDS** RL.9-10.10; PI.6; PI.7; PI.8	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft & Structure Author's Choices: Order of Events** Students will discuss why an author uses a frame story as a narrative technique. Analyze Craft and Structure: Author's Choices: Order of Events Analyze Craft and Structure: Author's Choices: Order of Events (RP) **STANDARDS** RL.9-10.5; PII.2.b	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: desperate; entranced; hallucination; premonition; profound; meditative **Word Study: Latin Suffix *-tion*** Students complete activities related to the Latin Suffix *-tion*. Concept Vocabulary and Word Study Word Study: Latin Suffix *-tion* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Infinitives and Infinitive Phrases** Students complete activities related to phrases. Conventions: Infinitives and Infinitive Phrases Conventions: Infinitives and Infinitive Phrases (RP)

Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6; PIII				**STANDARDS** L.9-10.1.b; L.9-10.4.b; L.9-10.5.b; PII.3; PII.4
***my*Perspectives EL Support**				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 125)		Audio Summary The Seventh Man: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 135) Personalize for Learning English Language Support: Figurative Language (TE p 137)	Analyze Craft and Structure: Author's Choices: Order of Events (RP) (TE p 147) Personalize for Learning English Language Support: Order of Events (TE p 147) English Language Support Lesson: Order of Events (On Realize)	Word Study : Latin Suffix *-tion* (RP) (TE p 148) Conventions: Infinitives and Infinitive Phrases (RP) (TE p 149) Personalize for Learning English Language Support: Parts of Speech (TE p 149)

***ELD Companion* Support**				
Unit 2, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Introduce Latin Roots **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 2, Lesson 1** **Whole Group** Introduce Writing an Argumentative Essay **Work Time Instruction** Reteach Latin Roots Argumentative Essay: Plan **Work Time Assignments** Interactive Reader Word Study Practice **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 2, Lesson 2** **Vocabulary** Selection: *frigid, energetic* Academic: *switch, subject, shifted, expressed* **Read Aloud, Think Aloud**" "Lake Ontario Crossing: Donations Kept Swimmer Annaleise Carr Going" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7	**Unit 2, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Final Syllables *-tion, -ion, -sion* **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4	**Unit 2, Lesson 3** **Whole Group** Argumentative Essay: Develop Strong Supporting Reasons **Work Time Instruction** Reteach: Final Syllables *-tion, -ion, -sion* Argumentative Essay: Prewrite **Work Time Assignments** Word Study Practice Prewrite an Argumentative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Seventh Man, Haruki Murakami SE p 150	**SELECTION** Anchor Text The Seventh Man, Haruki Murakami SE p 151	**SELECTION** Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman SE pp 152-157	**SELECTION** Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman SE pp 158-159	**SELECTION** Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman SE pp 160-161
EFFECTIVE EXPRESSION **Writing to Sources: Critical Review** Students write a critical review of "The Seventh Man": Writing to Sources: Critical Review Writing to Sources: Critical Review (RP) **STANDARDS** W.9-10.1.a; PII.7	**EFFECTIVE EXPRESSION** **Speaking and Listening: Retelling** Students retell "The Seventh Man" from another point of view. Speaking and Listening: Retelling Speaking and Listening: Retelling (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Seventh Man **STANDARDS** SL.9-10.4.b	**MAKING MEANING** **Concept Vocabulary** burden; culpability; conscience; remorse; entrusted; empathic **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Moral Logic of Survivor Guilt: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Moral Logic of Survivor Guilt: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Development of Ideas** Students will record examples of types of supporting arguments. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP) **STANDARDS** RI.9-10.1; RI.9-10.2; RI.9-10.8; PI.10.b	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: burden; culpability; conscience; remorse; entrusted; empathic **Word Study: Greek Root -*path-*** Students complete activities related to the Greek Root -*path-* Concept Vocabulary and Word Study Word Study Greek Root -*path-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Punctuation** Students complete activities explaining the function of colons, semicolons, and dashes. Conventions: Punctuation

		Research to Explore Students research the history of the official Marine code, *semper fidelis*. **STANDARDS** RI.9-10.10; PI.8		Conventions: Punctuation (RP) **STANDARDS** L.9-10.2; L.9-10.2.a; L.9-10.2b; L.9-10.4.b; L.9-10.4.c
***my*Perspectives EL Support**				
Writing to Sources: Critical Review (RP) (TE p 150) Personalize for Learning English Language Support: Condensing Ideas (TE p 150)	Speaking and Listening: Retelling (RP) (TE p 151)	Audio Summary The Moral Logic of Survivor Guilt: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 153)	Analyze Craft and Structure: Development of Ideas (RP) (TE p 159) Personalize for Learning English Language Support: Development of Ideas (TE p 159) English Language Support Lesson: Central Idea and Specific (On Realize)	Word Study Greek Root -*path*- (RP) (TE p 160) Conventions: Punctuation (RP) (TE p 161)
***ELD Companion* Support**				
Unit 2, Lesson 4 **Vocabulary** Selection: *distracted, mentally* Academic: *switch, attendance, fraction, improve* **Read Aloud, Think Aloud** "It Could Happen to You" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.12	**Unit 2, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Latin Roots Word Study: Final Syllables *-tion, -ion, -sion* **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4	**Unit 2, Lesson 5** **Work Time Instruction** Word Study Reader: Newspapers **Work Time Assignments** Word Study Reader: Newspapers Prewrite an Argumentative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4	**Unit 2, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce Abbreviations **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 2, Lesson 6** **Work Time Instruction** Reteach Abbreviations Argumentative Essay: Draft **Work Time Assignments** Interactive Reader Word Study Practice Write an Argumentative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman SE p 162	**SELECTION** Anchor Text The Moral Logic of Survivor Guilt Nancy Sherman SE p 163	**SELECTION** Media, Radio Broadcast The Key to Disaster Survival? Friends and Neighbors Shankar Vedantam SE pp 164-167	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 168-170	**PERFORMANCE TASK: WRITING FOCUS** Write An Argument SE pp 171-173
EFFECTIVE EXPRESSION **Writing to Sources: Encyclopedia Entry** Students write an encyclopedia entry defining the idea of imperfect duty. Writing to Sources: Encyclopedia Entry Writing to Sources: Encyclopedia Entry (RP) **STANDARDS** W.9-10.2.a	**EFFECTIVE EXPRESSION** **Speaking and Listening: Pep Talk** Students deliver a pep talk to a group who has experienced a failure. Speaking and Listening: Pep Talk Speaking and Listening: Pep Talk (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Moral Logic of Survivor Guilt **STANDARDS** SL.9-10.4.a	**MAKING MEANING** **Media Vocabulary** introduction; expert commentary; interpreter Media Vocabulary **First Review** Students Listen, Note, Connect, Respond as they listen to the broadcast First Review Guide: Media-Audio **Listen to the Selection** Selection Audio **Comprehension Check** Students complete comprehension questions. **Close Review** Students will listen to the broadcast again and write down new observations. Close-Review Guide: Media-Audio **Analyze the Media** Students will respond to questions about the broadcast.	**PERFORMANCE TASK** **Write an Argument** Students write an argument stating and supporting their position on Should the narrator of "The Seventh Man' forgive himself for his failure to save K.? **PreWriting/Planning** Students write a claim, consider possible counterclaims, gather evidence from sources, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.1.a-e; W.9-10.8; W.9-10.10; PI.10	**PERFORMANCE TASK** **LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Create Cohesion: Transitions** Students choose transitions that accurately show specific relationships between ideas. **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 argument and share in small groups. **Reflecting** Students reflect on their argument. **STANDARDS** W.9-10.1.c; PII.3

		EFFECTIVE EXPRESSION **Writing to Sources: Listener Comment** Students will write a listener comment about the radio broadcast. Writing to Sources: Listener Comment **Speaking and Listening: Oral Presentation** Students present a monologue from the point of view of a character in the story Speaking and Listening: Oral Presentation **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** L.9-10.6; SL.9-10.3; SL.9-10.4.a; PI.5		
***my*Perspectives EL Support**				
Writing to Sources: Encyclopedia Entry (RP) (TE p 162)	Speaking and Listening: Pep Talk (RP) (TE p 163)	Audio Summary Personalize for Learning English Language Support: Taking Notes (TE p 165)	Personalize for Learning English Language Support: Writing a Claim (TE p 169)	Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 173)
***ELD Companion* Support**				
Unit 2, Lesson 7 **Vocabulary** Selection: *summit, lacks*	**Unit 2, Lesson 8** **Time to Read** Read Independently	**Unit 2, Lesson 8** **Work Time Instruction** Reteach: Vowel Sound in *ball*	**Unit 2, Lesson 9** **Vocabulary** Selection: *vineyard, jotted*	**Unit 2, Lesson 10** **Time to Read** Read Independently

Academic: *appearance, portable, separated, substitute* **Read Aloud, Think Aloud**" "Into the Death Zone: A Mount Everest Adventure" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.12; PII.9-10.1	**Vocabulary** Oops: Articles with Singular Nouns Word Study: Vowel Sound in *ball* **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	Argumentative Essay: Draft **Work Time Assignments** Word Study Practice Write an Argumentative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	Academic: *reflected, probably, familiar* **Read Aloud, Think Aloud** "Bahia Bakari, The Miracle Girl" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.12	**Vocabulary** Word Study: Abbreviations Word Study: Vowel Sound in *ball* **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7; PIII.9-10.10

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 174-177	**SELECTION** The Voyage of the James Caird Caroline Alexander SE pp 178-191	**SELECTION** The Voyage of the James Caird Caroline Alexander SE pp 191-193	**SELECTION** The Endurance and the James Caird in Images Frank Hurley SE pp 194-201	**SELECTION** from Life of Pi Yann Martel SE pp 202-212
Essential Question *What does it take to survive?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** pitched; reeling; upheaval **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Voyage of the James Caird: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Voyage of the James Caird: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Close Read the Text** Students will review the Close Read Model and complete the	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: pitched; reeling; upheaval **Word Study** Multiple-Meaning Words Concept Vocabulary and Word Study Word Study: Multiple-Meaning Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Series of Events** Students will describe people who appear in the narrative. Analyze Craft and Structure: Series of Events Analyze Craft and Structure: Series of Events (RP) **Author's Style: Word Choice** Students complete activities identifying participial phrases.	**MAKING MEANING** **Media Vocabulary** composition; perspective or angle; lighting and color **First Review** Students Look, Note, Connect, Respond as they study the images. First Review Guide: Media Art/Photgraphy **View the Selection** Selection Audio The Voyage of the James Caird **Comprehension Check** Students complete comprehension questions. **Close Review** Students will revisit the photographs again and write down new observations. **Analyze the Media** Students will respond to questions about the photos. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary**	**MAKING MEANING** **Concept Vocabulary** irresolvable; predatory; adversary **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio from Life of Pi: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Life of Pi: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.

	close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10. 4.a; PI.6; PI.6.c	Author's Style: Word Choice Author's Style: Word Choice (RP) Selection Test: The Voyage of the James Caird **STANDARDS** RI.9-10.3; RI.9-10.4; L.9-10.1.b; L.9-10.4; PII.5	composition; perspective or angle; lighting and color Media Vocabulary **Writing to Compare: Multimedia Presentation** Students create a multimedia presentation about the Shackleton expedition. Writing to Compare: Compare the Texts and Photographs **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.1; RI.9-10.7; L.9-10.6	Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10: L.9-10.4; PI.8
***my*Perspectives EL Support**				
	Audio Summary The Voyage of the James Caird: Accessible Leveled Text Personalize for Learning English Language Support: Abbreviations (TE p 179) Personalize for Learning English Language Support: Domain-specific Vocabulary (TE p 183)	Word Study: Multiple-Meaning Words (RP) (TE p 191) Analyze Craft and Structure: Series of Events (RP) (TE p 192) Author's Style: Word Choice (RP) (TE p 193) Personalize for Learning English Language Support: Participles and Participial Phrases (TE p 193)	Audio Summary The Endurance and the James Caird in Images	Audio Summary from Life of Pi: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 203) Personalize for Learning English Language Support: British vs. American English (TE p 209)

		English Language Support Lesson: Participles and Participial Phrases (On Realize)		
***ELD Companion* Support**				
Unit 2, Lesson 10 **Whole Group** Argumentative Essay: Revise **Work Time Instruction** Word Study Reader: Civil Rights Leaders Argumentative Essay: Revise; Transition Words and Phrases **Work Time Assignments** Word Study Reader Revising and Editing Checklist **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7; PIII.9-10.10	**Unit 2, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Inflected Endings **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7; PIII.9-10	**Unit 2, Lesson 11** **Whole Group** Argumentative Essay: Edit **Work Time Instruction** Reteach: Inflected Endings Argumentative Essay: Revise and Edit **Work Time Assignments** Interactive Reader Word Study Practice Revising and Editing Checklist **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5; PII.9-10.6; PII.9-10.7; PIII.9-10	**Unit 2, Lesson 12** **Vocabulary** Selection: *photosynthesis, chlorophyll* Academic: *collection, focused, intensified* **Read Aloud, Think Aloud**" "How Plants Grow and Change" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.12; PII.9-10.1	**Unit 2, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Greek Word Parts **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.9; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION from Life of Pi Yann Martel SE pp 212-215	**SELECTION** The Value of a Sherpa Life Grayson Schaffer SE pp 216-220	**SELECTION** The Value of a Sherpa Life Grayson Schaffer SE pp 220-223	**SELECTION** I am Offering This Poem Jimmy Santiago Baca The Writer Richard Wilbur Hugging the Jukebox Naomi Shihab Nye SE pp 224-234	**SELECTION** I am Offering This Poem Jimmy Santiago Baca The Writer Richard Wilbur Hugging the Jukebox Naomi Shihab Nye SE pp 234-237
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: irresolvable; predatory; adversary **Word Study: Latin suffixes: *-ory* and *-ary*** Concept Vocabulary and Word Study Word Study: Latin suffixes: *-ory* and *-ary* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Complex Characters** Students will describe Pi's character. Analyze Craft and Structure: Complex Characters Analyze Craft and Structure: Complex Characters (RP)	**MAKING MEANING** **Concept Vocabulary** physiology; mortality; reincarnation **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Value of a Sherpa Life: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Value of a Sherpa Life: First Read Extension Questions **Research to Explore** Students research an interesting topic. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** physiology; mortality; reincarnation **Word Study** **Latin Root: *-mort-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-mort-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Claims and Ideas** Students will analyze how the author introduces, develops, and refines his argument. Analyze Craft and Structure: Author's Claims and Ideas Analyze Craft and Structure: Author's Claims and Ideas (RP) **Author's Style:**	**MAKING MEANING** **Concept Vocabulary** treasure; iridescent; luminous **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio I am Offering This Poem/ The Writer/Hugging the Jukebox: Accessible Text **Comprehension Check** Students complete comprehension questions. I am Offering This Poem/ The Writer/Hugging the Jukebox : First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: treasure; iridescent; luminous **Word Study** **Latin Root: *-lum-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-lum-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Development of Theme** Students will analyze how poets use symbols to develop themes. Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme

Conventions: Participial versus Absolute Phrases Students complete activities identifying phrases. Conventions: Participial versus Absolute Phrases Conventions: Participial versus Absolute Phrases (RP) **Writing to Sources: Argument** Students write an argument that includes claims and counterclaims. Writing to Sources: Argument, Claims, and Counterclaims Writing to Sources: Argument, Claims, and Counterclaims (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: from Life of Pi **STANDARDS** RL.9-10.3; W.9-10.1; W.9-10.1.a; L.9-10.1; L.9-10.1.b; L.9-10.4.b; PI.6	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; RI.9-10.5; L.9-10.4.a	**Use of Rhetoric** Students find examples of rhetorical devices. Author's Style: Use of Rhetoric Author's Style: Use of Rhetoric (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Digital Presentation** Students create a digital presentation. Speaking and Listening: Digital Presentation Speaking and Listening: Digital Presentation Digital Presentation (RP) Selection Test: The Value of a Sherpa Life **STANDARDS** RI.9-10.5; RI.9-10.6; SL.9-10.5; L.9-10.4.b; PI.7; PII.2.b	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4.; L.9-10.4.b; PI.7	(RP) **Author's Style: Figurative Language** Students analyze metaphors and similes from the poems. Author's Style: Figurative Language Author's Style: Figurative Language (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students create an oral presentation from a selection of poems. Speaking and Listening: Oral Presentation Speaking and Listening: Oral Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection **STANDARDS** RL.9-10.2; RL.9-10.4; SL.9-10.1.a; SL.9-10.4; SL.9-10.6; L.9-10.4.b; L.9-10.5; L.9-10.5.a; PI.8

***my*Perspectives EL Support**				
Word Study: Latin suffixes: *-ory* and *-ary* (RP) (TE p 212) Analyze Craft and Structure: Complex Characters (RP) (TE p 213) Conventions: Participial versus Absolute Phrases (RP) (TE p 214) Writing to Sources: Argument, Claims, and Counterclaims (RP) (TE p 215) Personalize for Learning English Language Support: Complex Characters (TE p 213) English Language Support Lesson: Character (On Realize)	Audio Summary The Value of a Sherpa Life: Accessible Leveled Text	Word Study: Latin Root: *-mort-* (RP) (TE p 220) Analyze Craft and Structure: Author's Claims and Ideas (RP) (TE p 221) Author's Style: Use of Rhetoric (RP) (TE p 222) Speaking and Listening: Digital Presentation Digital Presentation (RP) (TE p 223) Personalize for Learning English Language Support: Parallelism (TE p 222) English Language Support Lesson: Parallelism (On Realize) Personalize for Learning English Language Support: Figurative Language (TE p 223)	Selection Audio I am Offering This Poem The Writer/Hugging the Jukebox; Accessible Text Personalize for Learning English Language Support: Syntax (TE p 225)	Word Study: Latin Root: *-lum-* (RP) (TE p 234) Analyze Craft and Structure: Development of Theme (RP) (TE p 235) Author's Style: Figurative Language (RP) (TE p 236) Speaking and Listening: Oral Presentation (RP) (TE p 237) Personalize for Learning English Language Support: Figurative Language (TE p 236) English Language Support Lesson: Figurative Language (On Realize)
***ELD Companion* Support**				
Unit 2, Lesson 13 **Whole Group** Present Writing to an Audience **Work Time Instruction** Reteach: Greek Word Parts Argumentative Essay: Practice Presenting **Work Time Assignments**	**Unit 2, Lesson 14** **Vocabulary** Selection: f*ertilization, dormant* Academic: *advantage, anticipation, question, rejection* **Read Aloud, Think Aloud** "How Plants Grow and Change"	**Unit 2, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Inflected Endings Word Study: Greek Word Parts **Standards**	**Unit 2, Lesson 15** **Work Time Instruction** Word Study Reader: Heat and Energy Argumentative Essay: Present **Work Time** Word Study Reader Present an Argumentative Essay	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

Word Study Practice Present an Argumentative Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.9; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4	**Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.12; PII.9-10.6	PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.9; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4l PIII.9-10	**Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.7; PI.9-10.8; PI.9-10.9; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4l PIII.9-10	

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE p 238-239	**INTRODUCE INDEPENDENT LEARNING** SE pp 240-241	**INDEPENDENT LEARNING** SE pp 242-244	**PERFORMANCE-BASED ASSESSMENT** SE pp 245-247	**PERFORMANCE-BASED ASSESSMENT** SE pp 248-249
PERFORMANCE TASK **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse With Your Group** Students practice the presentation, fine-tune the content and improve use of media. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.5	**Essential Question** *What does it take to survive?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Argument** Students evaluate the strength of their evidence. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argument where they state and defend if people in life-or-death situations be held accountable for their actions. **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.1.a-e; W.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Oral Presentation** Students plan and present a brief three- to five-minute oral presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1		
***my*Perspectives EL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

GRADE 9 | UNIT 3: **The Literature of Civil rights**
ESSENTIAL QUESTION: ***How can words inspire change?***
PERFORMANCE BASED ASSESSMENT: **Informative Text**
NOTES:

INSTRUCTIONAL MODEL



WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- ***ELD Companion*** is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- ***my*Perspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 3 Overview

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

Unit Goals

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.

Selections & Media

Launch Text

- 1963: The Year That Changed Everything (1030L)

Whole-Class Learning

- Anchor Text, Speech: *"I Have a Dream",* Dr. Martin Luther King, Jr. (1140L)
- Anchor Text, Letter: *Letter From Birmingham Jail,* Dr. Martin Luther King, Jr. (1190L)
- Media, Video: *Remarks on the Assassination of Martin Luther King, Jr.,* Robert F. Kennedy

Small-Group Learning

- Media, Newscast**:** *Remembering Civil Rights History, When "Words Meant Everything",* PBS Newshour

- Poetry: *For My People,* Margaret Walker (NP)
- Poetry: *Incident,* Natasha Trethewey (NP)
- Speech: *Lessons of Dr. Martin Luther King, Jr.,* Cesar Chavez (1060)
- Memoir: *Traveling,* Grace Paley (820L)

Independent Learning

- Media: Newscast: *Frank McCain Dies-Helped Start Sit-In Movement at Greensboro Lunch Counter,* Jeff Tiberii
- News Article: *How the Children of Birmingham Changed the Civil-Rights Movement*, Lottie L. Joiner (1040L)
- Narrative Nonfiction: *Sheyann Webb,* Frank Sikora (900L)
- Magazine Article: *The Many Lives of Hazel Bryan,* David Margolick (1220L)
- Media, Video: *Fannie Lou Hamer,* BBC

Performance-Based 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.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how words inspire change.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 250-257	**OVERVIEW** Whole-Class Learning SE pp 258-259	**SELECTION** Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 260- 264	**SELECTION** Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 261-265	**SELECTION** Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 266-267
Unit Goals Students will deepen their understanding of survival by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** disrupt, coherent, notation, aggregate, express Home Connection Letter Spanish Home Connection Letter Unit 3 Answer Key **Launch Text** Students will read "*1963: The Year That Changed Everything".* They will then be able to the question: How does the writer help the reader understand the importance of these events? **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *How can words inspire change?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** prosperity; hallowed; tribulations; redemptive; oppression; exalted **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio I Have a Dream: Accessible Leveled Text **STANDARDS** RI.9-10.10; PI.5	**MAKING MEANING** **Read the Selection** **Comprehension Check** Students complete comprehension questions. I Have a Dream: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RI.9-10.10; PI.5	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft & Structure Argument** Students will discuss rhetorical devices used in the speech. Analyze Craft and Structure: Argument Analyze Craft and Structure: Argument (RP) **STANDARDS** RI.9-10.1; RI.9-10.6; RI.9-10.9; PI.6; PI.7

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6; PIII				
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Cognates (TE p 253)		Audio Summary I Have a Dream: Accessible Leveled Text Personalize for Learning English Language Support: Taking Notes (TE p 264)	Personalize for Learning English Language Support: Taking Notes (TE p 264)	Analyze Craft and Structure: Argument (RP) (TE p 267) Personalize for Learning English Language Support: Idioms (TE p 267)

***ELD Companion* Support**				
Unit 3, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Articles with Proper Nouns Word Study: Introduce Synonyms **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 1** **Work Time Instruction** Reteach Synonyms **Work Time Assignments** Interactive Reader Word Study Practice **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 2** **Vocabulary** Selection: *scam, plunged* Academic: *qualified, supportive, embodiment, achieved* **Read Aloud, Think Aloud**" "Can You Believe It?!" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 3, Lesson 3** **Work Time** Word Study Practice **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 3** **Work Time Instruction** Reteach: Multiple-Meaning Words **Work Time Assignments** Word Study Practice **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.4; PIII.9-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text "I Have a Dream" Dr. Martin Luther King, Jr. SE pp 268-269	**SELECTION** Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr. SE pp 270-287	**SELECTION** Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr. SE pp 288-289	**SELECTION** Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr. SE pp 290-291	**SELECTION** Anchor Text Letter From Birmingham Jail Dr. Martin Luther King, Jr. SE pp 292-293
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: prosperity; hallowed; tribulations; redemptive; oppression; exalted **Word Study: Patterns of Word Changes** Students complete activities adding *–tion* to verbs Concept Vocabulary and Word Study Word Study: Patterns of Word Changes (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Parallel Structure** Students complete activities locating elements of parallel structure Conventions: Parallel Structure	**MAKING MEANING** **Concept Vocabulary** idly; postpone; stagnation; complacency; yearning; languished **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Letter From Birmingham Jail: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Letter From Birmingham Jail: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Argument** Students will record examine rhetorical devices. Analyze Craft and Structure: Argument Analyze Craft and Structure: Argument (RP) **STANDARDS** RI.9-10.1; RI.9-10.3; RI.9-10.9; PI.12a	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: idly; postpone; stagnation; complacency; yearning; languished **Word Study: Latin Root *-plac-*** Students complete activities related to the Latin Root *-plac-* Concept Vocabulary and Word Study Word Study Latin Root *-plac-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Relative Clauses** Students complete activities marking relative clauses and relative pronouns. Conventions: Relative Clauses	**EFFECTIVE EXPRESSION** **Writing to Compare Comparison-and-contrast Essay** Students write an essay comparing Dr. King's two speeches. Writing to Compare: Compare-and Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Letter From Birmingham Jail **STANDARDS** W.9-10.2; W.9-10.4; W.9-10.9.b

Conventions: Parallel Structure (RP) **SELECTION TEST** Selection Test: I Have a Dream **STANDARDS** L.9-10.1; L.9-10.1.a; L.9-10.2.c; L.9-10.4.b; PI.8; PI.11a	Students choose item from text that interests them and formulate research question. **STANDARDS** RI.9-10.10; PI.6, PI.7, PI.8		Conventions: Relative Clauses (RP) **STANDARDS** L.9-10.1.b; L.9-10.4.b; L.9-10.5	
***my*Perspectives EL Support**				
Word Study: Patterns of Word Changes (RP) (TE p 268) Conventions: Parallel Structure (RP) (TE p 269) Personalize for Learning English Language Support: Justifying an Opinion about Parallelism (TE p 269) English Language Support Lesson: Parallelism (On Realize)	Audio Summary Letter From Birmingham Jail: Accessible Leveled Text Personalize for Learning English Language Support: Metaphors (TE p 275)	Analyze Craft and Structure: Argument (RP) (TE p 289) Personalize for Learning English Language Support: Making Allusions (TE p 289) English Language Support Lesson: Allusion (On Realize)	Word Study Latin Root *-plac-* (RP) (TE p 290) Conventions: Relative Clauses (RP) (TE p 291)	
***ELD Companion* Support**				
Unit 3, Lesson 4 **Vocabulary** Selection: *sculptures, target* Academic: *academy, expensive, participate, reasonable*	**Unit 3, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Synonyms	**Unit 3, Lesson 5** **Work Time Instruction** Word Study Reader: Music in Movies **Work Time Assignment** Word Study Reader: Music in Movies	**Unit 3, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Forms of the Verb "to be"	**Unit 3, Lesson 6** **Work Time Instruction** Reteach: Analogies **Work Time** Interactive Reader Word Study Practice Analogies

Read Aloud, Think Aloud "When Small Voices Unite: Farlis Calle and the Colombian Children for Peace." **Classroom Conversation** Quick Draw **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PII.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	Word Study: Multiple-Meaning Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	Word Study: Introduce Analogies **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3	**Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy SE pp 294-295	**SELECTION** Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy SE p 296	**SELECTION** Media: Video Remarks on the Assassination of Martin Luther King, Jr. Robert Kennedy SE p 297	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 298-300	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 301-303
MAKING MEANING **Media Vocabulary** oratory; delivery; gesture; cadence Media Vocabulary **First Review** Students Listen, Note, Connect, Respond as they listen to the broadcast First Review Guide: Media Video **Listen to the Selection** Selection Audio Remarks on the Assassination of Martin Luther King, Jr. **STANDARDS** RI.9-10.10	**EFFECTIVE EXPRESSION** **Comprehension Check** Students complete comprehension questions. **Close Review** Students will watch the video again and write down new observations. **Analyze the Media** Students will respond to questions about the speech. **STANDARDS** SL.9-10.3	**EFFECTIVE EXPRESSION** **Writing to Sources: Newspaper Report** Students write a news report about Robert Kennedy's speech. Writing to Sources: Newspaper Report **Speaking and Listening: Newscast** Students adapt their newspaper report to a newscast Speaking and Listening: Newscast **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** W.9-10.2.b; W.9-10.2.e; SL.9-10.4; SL.9-10.4.a	**PERFORMANCE TASK** **Write an Informative Essay** Students conduct research to answer the question: How did the selections in this section affect those who first heard them or read them? **PreWriting/Planning** Students focus their research and evaluate sources. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.7; W.9-10.8; W.9-10.10	**LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Create Cohesion: Integrate Different Types of Information** Students choose from direct quotations, paraphrases, or summaries to bolster their point. **PERFORMANCE TASK** **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 argument and share in small groups. **Reflecting** Students reflect on their informative essays. **STANDARDS** W.9-10.2.c-f; W.9-10.8; L.9-10.3.a; PI.7; PI.8

***my*Perspectives EL Support**				
Audio Summary Remarks on the Assassination of Martin Luther King, Jr.				Personalize for Learning English Language Support: Metaphors (TE p 301)
***ELD Companion* Support**				
Unit 3, Lesson 7 **Vocabulary** Selection: *summit, lacks* Academic: *appearance, portable, separated, substitute* **Read Aloud, Think Aloud**" "Cyberbullying: Social Media Becomes the New School" and "Inequality in America." **Classroom Conversation** Partner Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.10; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 3, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Forms of the Verb "to be" Word Study: Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 3, Lesson 8** **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study Practice Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 3, Lesson 9** **Vocabulary** Selection: *Indicate, confident* Academic: *assisting, concerned, created, practice* **Read Aloud, Think Aloud** "The Word on Bullying" **Classroom Conversation** Partner Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 3, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Analogies Word Study: Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 304-307	**SELECTION** Remembering Civil Rights History, When "Words Meant Everything" Jeffrey Brown SE pp 308-311	**SELECTION** For My People Margaret Walker Incident Natasha Trethewey SE pp 312-318	**SELECTION** For My People Margaret Walker Incident Natasha Trethewey SE pp 318-321	**SELECTION** Lessons of Dr. Martin Luther King, Jr. Cesar Chavez SE pp 322-330
Essential Question *How can words inspire change?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Media Vocabulary** point of view; primary source; eyewitness; secondary source Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they study the images. First Review Guide: Media-Video **View the Selection** Selection Audio Remembering Civil Rights History, When "Words Meant Everything" **Comprehension Check** Students complete comprehension questions. **Close Review** Students will listen to the newscast again and write down new observations. **Analyze the Media** Students will respond to questions about the images. Analyze the Media	**MAKING MEANING** **Concept Vocabulary** bewildered; blundering; trembling **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio For My People/Incident: Accessible Text **Comprehension Check** Students complete comprehension questions. For My People/Incident: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: bewildered; blundering; trembling **Word Study** **Latin Root: *-trem-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-trem-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure** **Poetic Structure** Students will analyze basic types of stanzas. Analyze Craft and Structure: Poetic Structures Analyze Craft and Structure: Poetic Structures (RP) **Author's Style: Punctuation**	**MAKING MEANING** **Concept Vocabulary** activist; radical; advocating **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Lessons of Dr. Martin Luther King, Jr.: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Lessons of Dr. Martin Luther King, Jr.: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Research to Explore**

	EFFECTIVE EXPRESSION **Research** Students research and write a report about events from the Civil Rights era. Research: Report **Writing to Sources: Short Essay** Students write an essay about "sacred language" and how it affects people. Writing to Sources: Short Essay **STANDARDS** RI.9-10.10; SL.9-10.2; W.9-10.7	close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4.a; PI.6	Students analyze commas, semicolons, and dashes. Author's Style: Punctuation Author's Style: Punctuation (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Multimedia presentation** Students create a multimedia presentation from a selection of poems. Speaking and Listening: Multimedia presentation Speaking and Listening: Multimedia presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Selection **STANDARDS** RL.9-10.5; SL.9-10.4.b; SL.9-10.5; SL.9-10.6; L.9-10.2; L.9-10.2.a; L.9-10.4.b; L.9-10.4.c; PI.9; PI.10	Students choose something interesting from the text and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RI.9-10.10: L.9-10.4.a; PI.6; PI.8
***my*Perspectives EL Support**				
	Audio Summary Remembering Civil Rights History, When "Words Meant Everything"	Audio Summary For My People/Incident: Accessible Leveled Text	Word Study: Latin Root: *-trem-* (RP) (TE p 318)	Audio Summary Lessons of Dr. Martin Luther King, Jr: Accessible Leveled Text

		Personalize for Learning English Language Support: Background Knowledge (TE p 316)	Analyze Craft and Structure: Poetic Structures (RP) (TE p 319) Author's Style: Punctuation (RP) (TE p 320) Speaking and Listening: Multimedia presentation (RP) (TE p 321) English Language Support Lesson: Multimedia Presentation (On Realize)	Personalize for Learning English Language Support: Hyperbole (TE p 323)
***ELD Companion* Support**				
Unit 3, Lesson 10 **Work Time Instruction** Word Study Reader: All About English **Work Time Assignment** Word Study Reader: All About English **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 3, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce Contractions **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 11** **Work Time Instruction** Reteach: Contractions **Work Time Assignments** Interactive Reader Word Study Practice **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 12** **Vocabulary** Selection: *devastation, abyss* Academic: *famous, spectacular* **Read Aloud, Think Aloud**" "How Plants Grow and Change" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 3, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce Prefixes *re-, in-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.9; PI.9-10.10; Pi.9-10.11; PI.9-10.12; PII.9-10.3; PII.9-10.4

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Lessons of Dr. Martin Luther King, Jr. Cesar Chavez SE pp 330-331	**SELECTION** Lessons of Dr. Martin Luther King, Jr. Cesar Chavez SE pp 332-333	**SELECTION** Traveling Grace Paley SE pp 334-340	**SELECTION** Traveling Grace Paley SE pp 340-343	**PERFORMANCE TASK: Speaking and Listening Focus** Multimedia Presentation SE p 344
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: activist; radical; advocating **Word Study: Latin root: *-voc-*** Concept Vocabulary and Word Study Word Study: Latin root: *-voc-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Development of Ideas** Students identify cause and effects. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP) **STANDARDS** RI.9-10.3; I.9-10.4.b	**LANGUAGE DEVELOPMENT** **Author's Style: Cohesion and Clarity** Students locate transitional words and phrases. Author's Style: Transitions Author's Style: Transitions (RP) **Research: Team Report** Students write a team report. Research: Team Report Research: Team Report (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Lessons of Dr. Martin Luther King, Jr. **STANDARDS** W.9-10.2.c; W.9-10.7; L.9-10.2.a; PI.6; PII.1	**MAKING MEANING** **Concept Vocabulary** absolute; sheer; adamant **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Traveling: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Traveling: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Research to Explore** Students choose something interesting from the text and formulate a research question.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: absolute; sheer; adamant **Word Study: Etymology** Concept Vocabulary and Word Study Word Study: Etymology (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Point of View and Structure** Students will analyze author's perspective in the reading. Analyze Craft and Structure: Author's Choices: Point of View and Structure Analyze Craft and Structure: Author's Choices: Point of View and Structure (RP) **Author's Style: Punctuation**	**PERFORMANCE TASK** **Develop a Multimedia Presentation** As a group, students develop a multimedia presentation on why some words and actions produce change. **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize ideas for the podcast **STANDARDS** SL.9-10.4

		Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10: L.9-10.4.a; L.9-10.4.d; PI.6; PI.8	Students cite examples of dialogue from the reading. Author's Style: Punctuation Author's Style: Punctuation (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Debate** Students debate a question raised by Paley's memoir. Speaking and Listening: Debate Speaking and Listening: Debate (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Traveling **STANDARDS** RI.9-10.3; RI.9-10.5; SL.9-10.1.c; L.9-10.4.b; PI.2; PII.3	
***my*Perspectives EL Support**				
Word Study: Latin Root: *-voc-* (RP) (TE p 330) Analyze Craft and Structure: Development of Ideas (RP) (TE p 331)	Author's Style: Transitions (RP) (TE p 332) Research: Team Report (RP) (TE p 333)	Audio Summary Traveling: Accessible Leveled Text Analyze the Text Personalize for Learning English Language Support: Syntax	Word Study: Etymology (RP) (TE p 340) Analyze Craft and Structure: Author's Choices: Point of View and Structure (RP) (TE p 341)	

Personalize for Learning English Language Support: Using Cause and Effect (TE p 332) English Language Support Lesson: Cause and Effect (On Realize)		(TE p 335)	Author's Style: Punctuation (RP) (TE p 342) Speaking and Listening: Debate (RP) (TE p 343) Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 341) Personalize for Learning English Language Support: Punctuating Dialogue (TE p 342) English Language Support Lesson: Punctuation (On Realize)	
***ELD Companion* Support**				
Unit 3, Lesson 13 **Work Time Instruction** Reteach: Prefixes *re-, in-* **Work Time Assignments** Word Study Practice Prefixes *re-, in-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.9; PI.9-10.10; Pi.9-10.11; PI.9-10.12; PII.9-10.3; PII.9-10.4	**Unit 3, Lesson 14** **Vocabulary** Selection: *flexibly, distracted* Academic: *acquired, examined, exchanged, thoroughly* **Read Aloud, Think Aloud** "Video Games Are Good for You" **Classroom Conversation** Small-Group Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6;	**Unit 3, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Contractions Word Study: Prefixes *re-, in-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 3, Lesson 15** **Work Time Instruction** Word Study Reader: Science Fiction **Work Time Assignments** Word Study Reader: Science Fiction **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

	PI.9-10.7; PI.9-10.8: PI.9-10.12; PII.9-10.1; PII.9-10.2			

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE p 345	**INTRODUCE INDEPENDENT LEARNING** SE pp 346-347	**INDEPENDENT LEARNING** SE pp 348-350	**PERFORMANCE-BASED ASSESSMENT** SE pp 351-353	**PERFORMANCE-BASED ASSESSMENT** SE pp 354-355
PERFORMANCE TASK **Rehearse with Your Group** Students practice the podcast, fine-tune the content and improve use of media. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.5; SL.9-10.6	**Essential Question** *How can words inspire change?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Informative Essay** Students evaluate the strength of their evidence. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Informative Essay** Students will write an informative essay explaining how words have the power to provoke, calm, or inspire. **Informative Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2; W.9-10.2.a; W.9-10.2.b; W.9-10.8; W.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Multimedia presentation** Students plan and present a brief three- to five-minute multimedia presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4; SL.9-10.5; SL.9-10.6

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1		
***my*Perspectives EL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

GRADE 9 | UNIT 4: **Star-Crossed Romances**
ESSENTIAL QUESTION: ***Do we determine our own destinies?***
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:

INSTRUCTIONAL MODEL



WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- ***ELD Companion*** is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- ***my*Perspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 4 Overview

In this unit, students will read many examples of star-crossed romances and compare the concepts of free will to the concept of fate.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a work of literary criticism in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations 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

Selections & Media

Launch Text

- Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding (950L)

Whole-Class Learning

- Literature and Culture: *Historical Context,* The Tragedy of Romeo and Juliet
- Anchor Text, Drama: *The Tragedy of Romeo and Juliet,* William Shakespeare (NP)
- Anchor Text, Short Story: *Pyramus and Thisbe,* Ovid, retold by Edith Hamilton (870L)

Small-Group Learning

- Literary Criticism: *Romeo and Juliet is a Terrible Play, and David Leveaux Can't Change That,* Alyssa Rosenberg (1310L)
- Literary Criticism: *In Defense of Romeo and Juliet: It's Not Childish, It's "About" Childishness,* Noah Berlatsky (1100L)
- Journalism: *Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet,* Gordana Sandic-Hadzihasanovic (1000L)
- Media, Newscast: *Tragic Romeo and Juliet Offers Bosnia Hope,* Nic Robertsonumas

Independent Learning

- Myth: *Popocatepetl and Ixtlaccihuatl,* Juliet Piggott Wood (1190L)
- Poetry: *Annabel Lee*, Edgar Allan Poe (NP)
- Nonfiction: *What's the Rush?: Young Brains Cause Doomed Love,* Lexi Tucker (1100)
- Graphic Novel: *from William Shakespeare's Romeo and Juliet ,* artwork by Eli Neugenboren (NP)
- News Article: *If Romeo and Juliet Had Cell Phones,* Misty Harris (1450L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write a literary criticism to answer this question:

Should the opinions of others affect our own choices or destinies?

Part 2 – Speaking & Listening: Multimedia Presentation

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

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and if we determine our own destinies.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 356-363	**OVERVIEW** Whole-Class Learning SE pp 364-365	**SELECTION** Literature and Culture Historical Context The Tragedy of Romeo and Juliet SE pp 366-373	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 374-397	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 397-399
Unit Goals Students will deepen their understanding of star-crossed romance by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** endure; pathos; compelling; propose; recurrent Home Connection Letter Spanish Home Connection Letter Unit 4 Answer Key **Launch Text** Students will read "*Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?*" They will then be able to the question: What is the writer's position, and what evidence supports it? **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary**	**Essential Question** *Do we determine our own destinies?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**LITERATURE AND CULTURE** **Historical Context** Students analyze the key events and characteristics of the time period that led to the Renaissance. **Elizabethan England** Students read about the Renaissance in England and the Elizabethan World. **Theater in Elizabethan England** Students explore acting and theater during the Middle Ages. **William Shakespeare** Students will read a short biography about William Shakespeare. **Close Read the Text** • Annotate • Question • Conclude Close Read the Text **STANDARDS** RI.6; RI.12	**MAKING MEANING** **Concept Vocabulary** mutiny; transgression; heretics **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Romeo and Juliet, Act I: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act I: First Read Extension Questions **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: mutiny; transgression; heretics **Word Study: Latin Prefix: *-trans-*** Students complete activities related to the Latin Prefix Word Study : Latin Prefix: *-trans-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Elements of Drama** Students complete activities to analyze dialogue. Analyze Craft and Structure: Elements of Drama Analyze Craft and Structure: Elements of Drama (RP) **Author's Style: Figurative Language**

Students write a summary of the Launch Text. **Launch Activity** Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6; Pl.12			Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10; Pl.7; Pl.8; PII.3	Students complete activities locating and marking oxymorons. Author's Style: Figurative Language Author's Style: Figurative Language (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.3; WL.9-10.5; L.9-10.4.b; L.9-10.5.a
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Cognates (TE p 359)		Personalize for Learning English Language Support: False Cognates (TE p 368) Personalize for Learning English Language Support: Unfamiliar Words (TE p 372)	Audio Summary The Tragedy of Romeo and Juliet, Act I Personalize for Learning English Language Support: Complex Syntax (TE p 378) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 380)	Word Study: Latin Prefix: - *trans-* (RP) (TE p 397) Analyze Craft and Structure: Elements of Drama (RP) (TE 398) Author's Style: Figurative Language (RP) (TE 399) Personalize for Learning

			Personalize for Learning English Language Support: Syntax (TE p 395)	English Language Support: Oxymoron (TE p 399) English Language Support Lesson: Oxymoron (On Realize)
***ELD Companion* Support**				
Unit 4, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Time, Money, Distance, and Weight Word Study: Introduce Vowel Patterns *augh, ough* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 1** **Work Time Instruction** Reteach: Vowel Patterns *-augh, -ough* **Work Time Assignments** Interactive Reader Word Study Practice: Vowel Patterns *-augh, -ough* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 2** **Vocabulary** Selection: *exclusive, mayhem* Academic: *populated, completely, recover, signaling* **Read Aloud, Think Aloud**" "In the Shadows" **Classroom Conversation** Small Group Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 4, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Time, Money, Distance, and Weight Word Study: Final Syllables *-ic, -fy* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 3** **Work Time Instruction** Reteach: Final Syllables *-ic, -fy* **Work Time** Word Study Practice: Final Syllables *-ic, -fy* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act II William Shakespeare SE pp 400-421	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act II William Shakespeare SE pp 421-423	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act III William Shakespeare SE pp 424-447	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act III William Shakespeare SE pp 447-449	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act IV William Shakespeare SE pp 450-465
MAKING MEANING **Concept Vocabulary** cunning; counterfeit; confidence **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Romeo and Juliet, Act II: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act II: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: cunning; counterfeit; confidence **Word Study: Latin Prefix: *counter-*** Students complete activities related to the Latin Prefix: *counter-* Concept Vocabulary and Word Study Word Study Latin Prefix: *counter-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Poetic Structure** Students complete activities to mark stressed syllables in lines of the poem. Analyze Craft and Structure: Poetic Structure	**MAKING MEANING** **Concept Vocabulary** exile; banishment; pardon **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Romeo and Juliet, Act III: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act III: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: exile; banishment; pardon **Word Study: Latin Prefix: *ex-*** Students complete activities related to the Latin Prefix: *ex-* Concept Vocabulary and Word Study Word Study Latin Prefix: *ex-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Dramatic Structures** Students complete activities to analyze Mercutio's dialogue. Analyze Craft and Structure: Dramatic Structures	**MAKING MEANING** **Concept Vocabulary** lamentable; distressed; melancholy **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Romeo and Juliet, Act IV: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act IV: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**

Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RLI.9-10.10; PI.6; PI.7; PI.8	Analyze Craft and Structure: Poetic Structure (RP) **Speaking and Listening: Dramatic Interpretation** Students present an interpretation of a scene. Speaking and Listening: Dramatic Interpretation Speaking and Listening: Dramatic Interpretation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.5; L.9-10.4.b; SL.9-10.6; PI.5; PI.8	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10; PI.6; PI.7; PI.8	Analyze Craft and Structure: Dramatic Structures (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Dual Character Study** Students write a dual character study. Writing: Dual Character Study Writing: Dual Character Study (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** L.9-10.4.b; W.9-10.2	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: lamentable; distressed; melancholy **Word Study: Latin Root: *-stress-*** Students complete activities related to the Latin Root: *-stress-* Concept Vocabulary and Word Study Word Study Latin Root: *-stress-* (RP) **Word Network** Students identify examples of comic relief. **Analyze Craft and Structure: Dramatic Elements** Students complete activities to analyze Mercutio's dialogue.

				Analyze Craft and Structure: Dramatic Elements Analyze Craft and Structure: Dramatic Elements (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Classroom Debate** Students hold a classroom debate to resolve the question: Is Juliet's drinking of the potion a brave act or a foolish act? Speaking and Listening: Classroom Debate Speaking and Listening: Classroom Debate (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Tragedy of Romeo and Juliet, Act IV **STANDARDS** RL.9-10.10; W.9-10.1; SL.9-10.4; L.9-10.4.b; L.9-10.5; PI.1; PI.6; PI.7; PI.8

***my*Perspectives EL Support**				
Audio Summary The Tragedy of Romeo and Juliet, Act II Personalize for Learning English Language Support: Extended Metaphor (TE p 403) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 410) Personalize for Learning English Language Support: Context Clues (TE p 418)	Word Study Latin Prefix: *counter-* (RP) (TE p 421) Analyze Craft and Structure: Poetic Structure (RP) (TE p 422) Speaking and Listening: Dramatic Interpretation (RP) (TE p 423) Personalize for Learning English Language Support: Presenting a Dramatic Interpretation (TE p 423) English Language Support Lesson: Dramatic Interpretation (On Realize)	Audio Summary The Tragedy of Romeo and Juliet, Act III Personalize for Learning English Language Support: Fluency with Reading (TE p 434) Personalize for Learning English Language Support: Idioms (TE p 444)	Word Study Latin Prefix: *ex-* (RP) (TE p 447) Analyze Craft and Structure: Dramatic Structures (RP) (TE p 448) Writing: Dual Character Study (RP) (TE p 449) Personalize for Learning English Language Support: Modern Foils (TE p 449) English Language Support Lesson: Dramatic Speeches (On Realize)	Audio Summary The Tragedy of Romeo and Juliet, Act IV Word Study Latin Root: *-stress-* (RP) (TE p 463) Analyze Craft and Structure: Dramatic Elements (RP) (TE p 464) Speaking and Listening: Classroom Debate (RP) (TE p 465) Personalize for Learning English Language Support: Figurative Language (TE p 459) Personalize for Learning English Language Support: Words with Similar Meanings (TE p 460) English Language Support Lesson: Classroom Debate (On Realize)
***ELD Companion* Support**				
Unit 4, Lesson 4 **Vocabulary** Selection: *choreographed, triumphant* Academic: *assigned, correcting, introduced, learn* **Read Aloud, Think Aloud**	**Unit 4, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Vowel Patterns *augh, ough* Word Study: Final Syllables	**Unit 4, Lesson 5** **Work Time Instruction** Word Study Reader: Guitars **Work Time Assignments** Word Study Reader: Guitars	**Unit 4, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time	**Unit 4, Lesson 6** **Work Time Instruction** Reteach: Vowel Sounds in *moon* and *foot* **Work Time Assignments** Interactive Reader

"In the Shadows" **Classroom Conversation** Quick Write **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PII.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	*-ic, -fy* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	Word Study: Introduce the Vowel Sounds in *moon* and *foot* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	Word Study Practice: Vowel Sounds in *moon* and *foot* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Tragedy of Romeo and Juliet, Act V William Shakespeare SE pp 466-481	**SELECTION** Anchor Text The Tragedy of Romeo and Juliet, Act V William Shakespeare SE pp 482-485	**SELECTION** Anchor Text Pyramus and Thisbe SE pp 486-493	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 494-496	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 497-499
MAKING MEANING **Concept Vocabulary** desperate; meager; misery; penury **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tragedy of Romeo and Juliet, Act V: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tragedy of Romeo and Juliet, Act V: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: desperate; meager; misery; penury **Word Study: Word Families** Students examine words that relate to the same word family. Concept Vocabulary and Word Study Word Study Word Families (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Parallelism** Students complete activities recognizing parallel words or phrases. Conventions: Parallelism Conventions: Parallelism (RP)	**MAKING MEANING** **Concept Vocabulary** forbidden; steal; tryst **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Pyramus and Thisbe: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Pyramus and Thisbe First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research other plays or stories inspired by Pyramus and Thibe.	**PERFORMANCE TASK** **Write an Argument** Students write a literary criticism in response to whether destiny or personal choices have a greater impact on a character. **PreWriting/Planning** Students focus their research and evaluate sources. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.1.a-e; W.9-10.10; L.9-10.3.a	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Supporting Argument: Using Quotations** Students revisit passages they would like to include in their essays. **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 essay and share in small groups. **Reflecting** Students reflect on their informative essays. **STANDARDS** W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; L.9-10.2.b; PII.2.a

Students research whether the Montagues and Capulets were real families. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Tragedy** Students identify elements that contribute to the play's tragic ending. Analyze Craft and Structure: Tragedy Analyze Craft and Structure: Tragedy (RP) **STANDARDS** RL.9-10.3; RL.9.10-5; RL.9-10.10; PI.4; PI.6; PI.7; PI.8; PI.10	**Writing to Sources: Persuasive Letter** Students write a persuasive letter to fellow students. Writing to Sources: Persuasive Letter Writing to Sources: Persuasive Letter (RP) **Speaking and Listening: Performance Review** Students present a performance review of a section of the production listened to. Speaking and Listening: Performance Review Speaking and Listening: Performance Review (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.7; W.9-10.1; SL.9-10.4; L.9-10.1; L.9-10.1.a; L.9-10.5	**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: forbidden; steal; tryst **Word Study: Multiple-Meaning Words** Students find multiple-meaning works in the text. Word Study: Connotation **Word Network** Students identify examples of comic relief. Word Network **EFFECTIVE EXPRESSION** **Writing to Compare Analytical Essay** Students write an essay examining the presentation of the archetypal theme of ill-fated love.		

		Writing to Compare: Analytical Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.9; RL.9-10.10; W.9-10.2; W.9-10.9.a; L.9-10.5. PI.6a		
***my*Perspectives EL Support**				
Audio Summary The Tragedy of Romeo and Juliet, Act V Analyze Craft and Structure: Tragedy (RP) (TE p 481) Personalize for Learning English Language Support: Figurative Language (TE p 471) Personalize for Learning English Language Support: Syntax (TE p 472) Personalize for Learning English Language Support: Understanding Tragic Flaws (TE p 481) English Language Support Lesson: Tragic Flaws (On Realize)	Word Study Word Families (RP) (TE p 482) Conventions: Parallelism (RP) (TE p 483) Writing to Sources: Persuasive Letter (RP) (TE p 484) Speaking and Listening: Performance Review (RP) (TE p 485)	Audio Summary Pyramus and Thisbe: Accessible Leveled Text Personalize for Learning English Language Support: Using Archetypal Plots (TE p 492)		Personalize for Learning English Language Support: Paraphrasing Quotations (TE p 497)

***ELD Companion* Support**				
Unit 4, Lesson 7 **Vocabulary** Selection: *consumed, devoured* Academic: *explained, frequent, solution, unfamiliar* **Read Aloud, Think Aloud**" "My Computer Ate My Homework" **Classroom Conversation** Small-Group Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 4, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Latin Prefixes dis-, non- **Work Time** Word Study Practice Latin Affixes **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Latin Prefixes dis-, non- **Work Time** Word Study Practice Latin Affixes **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 9** **Vocabulary** Selection: *shallow, emptiness* Academic: *common, important, process, survive* **Read Aloud, Think Aloud** "I want to unplug" and "Computer" **Classroom Conversation** Partner Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 4, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Vowel Sounds in *moon* and *foot* Word Study: Latin Prefixes *dis-, non-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 500-503	**SELECTION** Romeo and Juliet is a Terrible Play: and David Leveaux Can't Change That Alyssa Rosenberg SE pp 504-510	**SELECTION** Romeo and Juliet is a Terrible Play: and David Leveaux Can't Change That Alyssa Rosenberg SE p 511	**SELECTION** Romeo and Juliet is a Terrible Play: and David Leveaux Can't Change That Alyssa Rosenberg SE p 512	**SELECTION** In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness Noah Berlatsky SE p 513
Essential Question *Do we determine our own destinies?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** intrigued; credulity; indignation **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness: Accessible Leveled Text **STANDARDS** RI.9-10.10: L.9-10.4.a; PI.7; PI.8	**MAKING MEANING** **Comprehension Check** Students complete comprehension questions. Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness: First Read Extension Questions **Research to Explore** Students research an interesting topic and formulate a research question.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: intrigued; credulity; indignation **Word Study** **Latin Root: *-cred-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-cred-* (RP) **Word Network**	**LANGUAGE DEVELOPMENT** **Analyze Craft & Structure: Argumentative Text** Students will gather information about the arguments the two articles present. Analyze Craft and Structure: Argumentative Text Analyze Craft and Structure: Argumentative Text (RP) **STANDARDS** RI.9-10.8; PI.10.a; PII.1

			Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.9-10.4.b	
***my*Perspectives EL Support**				
	Audio Summary Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 507)	English Language Support Lesson: Criticism (On Realize)	Word Study: Latin Root: *-cred-* (RP) (TE p 512)	Analyze Craft and Structure: Argumentative Text (RP) (TE p 513) Personalize for Learning English Language Support: Evaluating an Argument (TE p 513)
***ELD Companion* Support**				
Unit 4, Lesson 10 **Work Time Instruction** Word Study Reader: Eating for Energy **Work Time Assignments** Word Study Reader: Eating for Energy **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 4, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Compound Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 11** **Work Time Instruction** Reteach: Compound Words **Work Time Assignments** Interactive Reader Word Study Practice: Compound Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 4, Lesson 12** **Vocabulary** Selection: *devoted, fetching* Academic: *cycle, distinctive, guided, reproduced* **Read Aloud, Think Aloud**" "Autistic Teens Hoop Dreams Come True" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 4, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Prefixes *pre-, mis-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness SE p 514	**SELECTION** In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness SE p 515	**SELECTION** Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet Gordana Sandic-Hadzihasanovic SE pp 516-521	**SELECTION** Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet Gordana Sandic-Hadzihasanovic SE pp 521-523	**SELECTION** Tragic Romeo and Juliet offers Bosnia Hope Nic Robertson SE pp 524-529
LANGUAGE DEVELOPMENT **Author's Style: Organization** Students identify the transitions in each passage. Author's Style: Organization Author's Style: Organization (RP) **STANDARDS** RI.9-10.3; W.9-10.2.c	**EFFECTIVE EXPRESSION** **Writing to Sources: Criticisms** Students write their own criticisms about creative works. Writing to Sources: Criticisms Writing to Sources: Criticisms (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That/In Defense of Romeo and Juliet: It's Not Childish, *About* Childishness **STANDARDS** RI.9-10.8; W.9-10.1.a	**MAKING MEANING** **Concept Vocabulary** besieged; surrounding; intervened **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: First Read Extension Questions **Research to Explore** Students choose something interesting from the text and formulate a research question.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: besieged; surrounding; intervened **Word Study** **Latin Prefix: *inter-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *inter-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Journalism** Students will analyze various elements of a feature article. Analyze Craft and Structure: Journalism Analyze Craft and Structure: Journalism (RP) **Conventions: Phrases** Students practice revising sentences to strengthen writing.	**MAKING MEANING** **Media Vocabulary** human Interest Story; establishing shot; reporter stand-ups; montage **First Review** Students Watch Note, Connect, Respond as they watch the video. First Review Guide: Media Video **Listen to the Selection** Selection Audio Tragic Romeo and Juliet offers Bosnia Hope **Comprehension Check** Students complete comprehension questions. **Close Review** Students will watch the video again and write down new observations. Close-Review Guide: Media-Video **Analyze the Media** Students will respond to questions about the video.

		Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10: L.9-10.4.b	Conventions: Phrases Conventions: Phrases (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.5; L.9-10.1.b; L.9-10.4.b; L.9-10.4.d; PII.3	**LANGUAGE DEVELOPMENT:** **Media Vocabulary** Students complete activities related to the media Vocabulary words: human interest Story; establishing shot; reporter stand-ups; montage Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Argument** Students write a compare and contrast essays about journalism. Writing to Sources: Argument **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.7; W.9-10.1; L.9-10.6
***my*Perspectives EL Support**				
Author's Style: Organization (RP) (TE p 514)	Writing to Sources: Criticisms (RP) (TE p 515)	Audio Summary Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: Accessible Leveled Text	Word Study: Latin Prefix: *inter-* (RP) (TE p 521) Analyze Craft and Structure: Journalism (RP) (TE p 522) Conventions: Phrases (RP) (TE p 523)	

			Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 523) English Language Support Lesson: Absolute Phrases (On Realize)	
***ELD Companion* Support**				
Unit 4, Lesson 13 **Work Time Instruction** Reteach: Prefixes *pre-, mis-* **Work Time Assignments** Word Study Practice: Prefixes *pre-, mis-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10	**Unit 4, Lesson 14** **Vocabulary** Selection: *flexibly, distracted* Academic: *acquired, examined, exchanged, thoroughly* **Read Aloud, Think Aloud** "Helping Hands" and "Black Days for Blue Whales" **Classroom Conversation** Whole Class Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8: PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 4, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Compound Words Word Study: Prefixes *pre-, mis-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 4, Lesson 15** **Work Time Instruction** Word Study Reader: The American Civil War **Work Time Assignments** Word Study Reader: The American Civil War **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE pp 530-531	**INTRODUCE INDEPENDENT LEARNING** SE pp 532-533	**INDEPENDENT LEARNING** SE pp 534-536	**PERFORMANCE-BASED ASSESSMENT** SE pp 537-539	**PERFORMANCE-BASED ASSESSMENT** SE pp 540-541
PERFORMANCE TASK **Speaking and Listening Focus: Present an Argument** Students will develop a presentation that addresses the question: What is compelling about stories in which people face a tragic destiny? **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the podcast, fine-tune the content and improve use of media. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.5	**Essential Question** *How do we determine our own destinies?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Argument** Students evaluate the strength of their evidence. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argument in the form of a literary criticism that addresses the question of whether the opinions of others should affect their own choices. **Literary Criticism Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.1.a; W.9-10.1.b; W.9-10.b; W-9.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Multimedia presentation** Students plan and present a brief three- to five-minute multimedia presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4; SL.9-10.5; SL.9-10.6

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10		
***my*Perspectives EL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

GRADE 9 | UNIT 5: **Journeys of Transformation**
ESSENTIAL QUESTION: ***What can we learn from a journey?***
PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**
NOTES:

INSTRUCTIONAL MODEL



WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- ***ELD Companion*** is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- ***my*Perspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 5 Overview

In this unit, students will read about and discover how people are transformed.

Unit Goals

Students will be able to:

- Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve 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.

Selections & Media

Launch Text

- Gone and Back Again: A Traveler's Advice (830L)

Whole-Class Learning

- Literature and Culture: Historical Context, *the Odyssey*
- Anchor Text, Epic Poem: *from The Odyssey, Part 1,* Homer, translated by Robert Fitzgerald (NP)
- Anchor Text, Epic Poem: *from The Odyssey, Part 2,* Homer, translated by Robert Fitzgerald (NP)
- Media, Graphic Novel: *from The Odyssey: A Graphic Novel,* Gareth Hinds
- Functional Workplace Document: *Application for a Mariner's License,* United States Government

Small-Group Learning

- Short Story**:** *The Return,* Ngugi wa Thiong'o (670L)
- Interview, *from The Hero's Adventure,* Joseph Campbell and Bill Moyers (1200L)
- Poetry: *Courage,* Anne Sexton (NP)
- Poetry: *Ithaka, C.P. Cavafy (N*P)
- Poetry: *from The Narrow Road of the Interior,* Gregory Djanikian (1210L)

Independent Learning

- Poetry: *The Road Not Taken,* Robert Frost (NP)
- Poetry: *Your World,* Georgia Douglas Johnson (NP)
- Short Story: *The Ugly Duckling,* Hans Christian Andersen (1020L)
- Media, Photo Essay: *Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature is,* Brianna Elliott
- Memoir: *from Wild*, Cheryl Strayed (1180L)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic:

When does the journey mater more than the destination?

Part 2 – Speaking & Listening: Multimedia Presentation

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

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what can be learned from a journey.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 542-549	**OVERVIEW** Whole-Class Learning SE pp 550-551	**SELECTION** Literature and Culture Historical Context The Odyssey SE pp 552-557	**SELECTION** Anchor Text from The Odyssey, Part 1 Homer SE pp 558-591	**SELECTION** Anchor Text from The Odyssey, Part 1 Homer SE pp 591-592
Unit Goals Students will deepen their understanding of star-crossed romance by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** endure; pathos; compelling; propose; recurrent Home Connection Letter Spanish Home Connection Letter Unit 5 Answer Key **Launch Text** Students will read "*Gone and Back Again: A Traveler's Advice".* They will then be able to determine if the order in which the details appear help the reader understand the thesis. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *What can we learn from a journey?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**LITERATURE AND CULTURE** **Historical Context** Students analyze a brief history of ancient Greece and Greek mythology and customs. **Homer, Epic Poet** Students discuss the existence of Homer and whether it matters. **STANDARDS** PI.7	**MAKING MEANING** **Concept Vocabulary** plundered; fugitives; avenge; dispatched; ventured; tactics **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio from The Odyssey, Part 1: Accessible Text **Comprehension Check** Students complete comprehension questions. from The Odyssey, Part 1: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research one of the locations mentioned in the poem.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: plundered; fugitives; avenge; dispatched; ventured; tactics **Word Study: Word Parts** Students complete activities related to Word Parts. Concept Vocabulary and Word Study Word Study: Word Parts (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Oral Tradition** Students complete activities to analyze dialogue. Analyze Craft and Structure: Oral Tradition Analyze Craft and Structure: Oral Tradition (RP) **STANDARDS**

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: When does the journey matter more than the destination? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6; PI.12; PIII			**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10; PI.5; PI.6; PI.8; PII.6	L.9-10.4.b; L.9-10.5; PI.1; PI.8
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Cognates (TE p 545)		Personalize for Learning English Language Support: Syntax (TE p 556)	Audio Summary from The Odyssey, Part 1: Accessible Text Personalize for Learning English Language Support: False Cognates (TE p 572) Personalize for Learning English Language Support: Describing Characters (TE p 575)	Word Study: Word Parts (RP) (TE p 591) Analyze Craft and Structure Oral Tradition (RP) (TE 592) Personalize for Learning English Language Support: Discussing Oral tradition (TE p 592)

			Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 576) Personalize for Learning English Language Support: Dependent Clauses (TE p 578)	English Language Support Lesson: Oral Tradition (On Realize)
***ELD Companion* Support**				
Unit 5, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Pronouns in Prepositional Phrases Word Study: Introduce Irregular Plural Nouns **Standards** PI.9-10.2; PI.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PI.9-10.1; PI.9-10.2; PI.9-10.3; PI.9-10.4; PIII.9-10	**Unit 5, Lesson 1** **Whole Group** Introduce: Write an Explanatory Essay **Work Time Instruction** Reteach: Irregular Plurals **Work Time Assignments** Interactive Reader Word Study Practice: Irregular Plurals Plan an Explanatory Essay **Standards** PI.9-10.2; PI.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PI.9-10.1; PI.9-10.2; PI.9-10.3; PI.9-10.4; PIII.9-10	**Unit 5, Lesson 2** **Vocabulary** Selection: *encourage, severely* Academic: *communication, inventions; located; provide* **Read Aloud, Think Aloud**" "Showing the Way" **Classroom Conversation** Whole Class Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 5, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns in Prepositional Phrases Word Study: Introduce Connotations **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 5, Lesson 3** **Work Time Instruction** Reteach: Connotations Explanatory Essay: Plan **Work Time Assignments** Word Study Practice: Connotations Plan an Explanatory Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text from The Odyssey, Part 1 Homer SE p 593	**SELECTION** Anchor Text from The Odyssey, Part 2 Homer SE pp 594-618	**SELECTION** Anchor Text from The Odyssey, Part 2 Homer SE pp 619-621	**SELECTION** Anchor Text from The Odyssey, Part 2 Homer SE pp 622-623	**SELECTION** from the Odyssey, A Graphic Novel Gareth Hinds SE pp 624-630
Speaking and Listening: Conversation Students deliver a conversation among ordinary Greeks discussing Odysseus' exploits. Speaking and Listening: Conversation Speaking and Listening: Conversation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: from The Odyssey, Part 1 **STANDARDS** SI.9-10.1; SL.9-10.1.a; SL.9-10.1.b	**MAKING MEANING** **Concept Vocabulary** craft; dissemble; incredulity; bemusing; guise; deceived **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio from The Odyssey, Part 2: Accessible Text **Comprehension Check** Students complete comprehension questions. from The Odyssey, Part 2: First Read Extension Questions **Research to Explore** Students research other works by Homer. **Close Read the Text** Students will review the Close Read Model and complete the	**MAKING MEANING** **Analyze Craft and Structure: Figurative Language** Students compare similes. Analyze Craft and Structure: Figurative Language Analyze Craft and Structure: Figurative Language (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: craft; dissemble; incredulity; bemusing; guise; deceived **Word Study: Latin Root: *-sem-, -sim-*** Students complete activities related to the Latin roots *-sem-, -sim-* Concept Vocabulary and Word Study Word Study Latin Root: *-sem-, -sim-* (RP)	**LANGUAGE DEVELOPMENT** **Writing to Sources: Biography** Students write a short biography of Odysseus. Writing to Sources: Biography Writing to Sources: Biography (RP) **Speaking and Listening: Debate** Students conduct a debate to decide whether Odysseus should be prosecuted for murder. Speaking and Listening: Debate Speaking and Listening: Debate (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: from The Odyssey, Part 2	**MAKING MEANING** **Media Vocabulary** panel; splash; tier; gutter; caption; speech bubble **First Review** Students Look, Note, Connect, Respond as they read the graphic novel. First Review Guide: Media Art/Photography **Listen to the Selection** Selection Audio from the Odyssey, A Graphic Novel: Accessible Text **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research a mythological being. **STANDARDS** RL.9-10.10; L.9-10.6; PI.6

	close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10; PI.3; PI.6; PI.8	**Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Word Order** Students analyze words and phrases not in predictable order. Author's Style: Word Order Author's Style: Word Order (RP) (TE p 621) **STANDARDS** RL.9-10.6; L.9-10.1; L.9-10.3; L.9-10.4.b; PI.3; PI.8	**STANDARDS** W.9-10.4; SL.9-10.1; SL.9-10.3; PI.1; PI.5	
***my*Perspectives EL Support**				
Speaking and Listening: Conversation (RP) (TE 593)	Audio Summary from The Odyssey, Part 2 Personalize for Learning English Language Support: Idioms (TE p 596) Personalize for Learning English Language Support: Unfamiliar Words (TE p 605) Personalize for Learning English Language Support: Imperative Mood (TE p 614)	Analyze Craft and Structure: Figurative Language (RP) (TE p 619) Word Study Latin Root: *-sem-, -sim-* (RP) (TE p 620 Author's Style: Word Order (RP) (TE p 621) Personalize for Learning English Language Support: Figurative Language (TE p 619)	Writing to Sources: Biography (RP) (TE p 622) Speaking and Listening: Debate (RP) (TE p 623) Personalize for Learning English Language Support: Planning a Biography (TE p 622) English Language Support Lesson: Biography (On Realize) Personalize for Learning English Language Support: Research for Oral Presentation	Audio Summary from The Odyssey, A Graphic Novel Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 628)

			(TE p 623)	

***ELD Companion* Support**				
Unit 5, Lesson 4 **Vocabulary** Selection: *wisp, shroud* Academic: *article; economics; printer; university* **Read Aloud, Think Aloud** "What's That Down There?" **Classroom Conversation** Small-Group Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 5, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Irregular Plural Nouns Word Study: Connotations **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 5, Lesson 5** **Whole Group** Reteach: Connotations Explanatory Essay: Use Transitions **Work Time Instruction** Word Study Reader: Myths Explanatory Essay: Draft **Work Time Assignments** Word Study Reader: Myths Write an Explanatory Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 5, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Question Word Order Word Study: Introduce Possessive Nouns **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 5, Lesson 6** **Work Time Instruction** Reteach: Possessives Explanatory Essay: Draft **Work Time Assignments** Interactive Reader Word Study Practice: Possessive Nouns Write an Explanatory Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION from the Odyssey, A Graphic Novel Gareth Hinds SE p 631	**SELECTION** from the Odyssey, A Graphic Novel Gareth Hinds SE p 632-633	**SELECTION** Application for a Mariner's License SE pp 634-639	**PERFORMANCE TASK: WRITING FOCUS** Explanatory Essay SE pp 640-642	**PERFORMANCE TASK: WRITING FOCUS** Explanatory Essay SE pp 643-645
MAKING MEANING **Close Review** Students will review the splash and answer question. Close Review Guide: Graphic Novel **Analyze the Media** Students will respond to questions about the graphic novel. Analyze the Text **LANGUAGE DEVELOPMENT:** **Media Vocabulary** Students complete activities related to the media Vocabulary words: panel; tier; caption; splash; gutter; speech bubble Media Vocabulary **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.9-10.6	**EFFECTIVE EXPRESSION** **Writing to Compare: Review** Students write a review of a graphic novel. Writing to Compare: Review **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: from The Odyssey, Part 2 and from the Odyssey, A Graphic Novel **STANDARDS** RL.9-10.7; RL.9-10.9; W.9-10.1.a; W.9-10.9.a	**MAKING MEANING** **Concept Vocabulary** forbidden; steal; tryst **First Review** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Review Guide: Nonfiction **Read the Selection** Selection Audio Application for a Mariner's License: Accessible Text **Comprehension Check** Students complete comprehension questions. Application for a Mariner's License: First Read Extension Questions **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	**PERFORMANCE TASK** **Write an Explanatory Essay** Students write an essay on how personal strengths and weaknesses are magnified during a journey at sea. **PreWriting/Planning** Students focus their research and evaluate sources. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.10	**LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Check for Accuracy: Using a Dictionary and Thesaurus** Students use dictionaries and thesauruses to improve 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 essay and share in small groups. **Reflecting** Students reflect on their explanatory essays. **STANDARDS** W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.4; L.9-10.2.c; L.9-10.4.c; Pl.12a

		Close-Read Guide: Functional Document **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Word Network** Students add new words to their Word Network as they read texts in the unit. **EFFECTIVE EXPRESSION** **Writing to Sources: Job Application** Students complete a job application for a mariner's license. Writing to Sources: Job Application **Speaking and Listening: Job Interview** Students role-play a job interview. Speaking and Listening: Job Interview **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.1; RI.9-10.5.a; L.9-10.6; P:I.5; PI.6		

***my*Perspectives EL Support**				
		Audio Summary Application for a Mariner's License Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 637) Personalize for Learning English Language Support: Taking Notes (TE p 639)		Personalize for Learning English Language Support: Vocabulary Acquisition (TE p 643)
***ELD Companion* Support**				
Unit 5, Lesson 7 **Vocabulary** Selection: *wildlife, aviation* Academic: *catalogue, diversity, exist, recommend* **Read Aloud, Think Aloud**" "Canada Geese 'Gassed'" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 5, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Question Word Order Word Study: Introduce Suffixes **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 5, Lesson 8** **Whole Group** Peer Review **Work Time Instruction** Reteach: Suffixes Explanatory Essay: Peer Review **Work Time Assignments** Word Study Practice: Suffixes Write an Explanatory Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Unit 5, Lesson 9** **Vocabulary** Selection: *exposed, immigrant* Academic: *future, partition, prepare* **Read Aloud, Think Aloud** "Japan Nuke Workers Risk Their Lives, Garner Nation's Respect" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 5, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Possessive Nouns Word Study: Suffixes **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 646-649	**SELECTION** The Return Ngugi wa Thiong'o SE pp 650-656	**SELECTION** The Return Ngugi wa Thiong'o SE pp 656-657	**SELECTION** The Return Ngugi wa Thiong'o SE pp 658-659	**SELECTION** from The Hero's Adventure from The Power of Myth Joseph Campbell and Bill Moyers SE pp 660-664
Essential Question *What can we learn from a journey?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** sprawling; serpentine; compact **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Return: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Return: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: sprawling; serpentine; compact **Word Study: Latin Suffix *–ine*** Concept Vocabulary and Word Study Word Study: Latin Suffix *–ine* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Plot Devices** Students will analyze elements of foreshadowing and situational irony. Analyze Craft and Structure: Plot Devices Analyze Craft and Structure: Plot Devices (RP) **STANDARDS** RL.9-10.5; RL.9-10.6; L.9-10.4.b; L.9-10.5; PII.6	**LANGUAGE DEVELOPMENT** **Conventions: Active and Passive voice** Students read and analyze verbs and phrases in the active and passive voice. Conventions: Active and Passive Voice Conventions: Active and Passive Voice (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Chat Board** Students write a chat post. Writing to Sources: Chat Board Writing to Sources: Chat Board (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Return **STANDARDS** W.9-10.2; L.9-10.1; PII.3	**MAKING MEANING** **Concept Vocabulary** infantile; psyche; dependency **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio from The Hero's Adventure: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from The Hero's Adventure: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the

	Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.b			close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4.a
***my*Perspectives EL Support**				
	Audio Summary The Return: Accessible Leveled Text	Word Study: Latin Suffix: *-ine* (RP) (TE p 656) Analyze Craft and Structure: Plot Devices (RP) (TE p 657) Personalize for Learning English Language Support: Sentence Starters (TE p 657)	Conventions: Active and Passive Voice (RP) (TE p 658) Writing to Sources: Chat Board (RP) (TE p 659) Personalize for Learning English Language Support: Using Active and Passive Voice (TE p 658) English Language Support Lesson: Active and Passive Voice (On Realize)	Audio Summary from The Hero's Adventure: Accessible Leveled Text
***ELD Companion* Support**				
Unit 5, Lesson 10 **Work Time Instruction** Word Study Reader: Murals Explanatory Essay: Revise **Work Time Assignments** Word Study Reader: Murals Write an Explanatory Essay	**Unit 5, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Adverbs in Sentences Word Study: Introduce Multisyllabic Words	**Unit 5, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Adverbs in Sentences Word Study: Introduce Multisyllabic Words	**Unit 5, Lesson 12** **Vocabulary** Selection: *paleontology, quarry* Academic: *challenge; development; independent; population* **Read Aloud, Think Aloud**"	**Unit 5, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Adverbs in Sentences Word Study: Introduce Latin Roots

Standards PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Work Time** Interactive Reader Word Study Practice: Multisyllabic Words **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Work Time** Interactive Reader Word Study Practice: Multisyllabic Words **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	"Fossil Hunters" **Classroom Conversation** Small-Group Discussion **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION from The Hero's Adventure from The Power of Myth Joseph Campbell and Bill Moyers SE pp 664-665	**SELECTION** from The Hero's Adventure from The Power of Myth Joseph Campbell and Bill Moyers SE pp 666-667	**SELECTION** Courage Anne Sexton Ithaka C.P. Cavafy from The Narrow Road of the Interior SE pp 668-678	**SELECTION** Courage Anne Sexton Ithaka C.P. Cavafy from The Narrow Road of the Interior SE pp 678-679	**SELECTION** Courage Anne Sexton Ithaka C.P. Cavafy from The Narrow Road of the Interior SE pp 680-681
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: infantile; psyche; dependency **Word Study: Etymology: Greek Names** Concept Vocabulary and Word Study Word Study: Greek Names (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Development of Ideas** Students will analyze various elements of a feature article. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP)	**LANGUAGE DEVELOPMENT** **Conventions: Gerunds and Gerund Phrases** Students practice identifying gerund phrases and functions. Conventions: Gerunds and Gerund Phrases (RP) **EFFECTIVE EXPRESSION** **Research: Multimedia Presentation** Students create a presentation on the theme of heroes. Research: Multimedia Presentation Research: Multimedia Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Hero's Adventure	**MAKING MEANING** **Concept Vocabulary** awesome; destined; eternal **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Courage/Ithaka/from The Narrow Road of the Interior: Accessible Text **Comprehension Check** Students complete comprehension questions. Courage/Ithaka/from The Narrow Road of the Interior: First Read Extension Questions **Research to Explore** Students research a location mentioned in the poem.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: awesome; destined; eternal **Word Study: Old English Suffix *–some*** Concept Vocabulary and Word Study Word Study: Old English Suffix *–some* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Figurative Language** Students will analyze metaphors or similes from the poems. Analyze Craft and Structure: Figurative Language Analyze Craft and Structure: Figurative Language (RP)	**LANGUAGE DEVELOPMENT** **Author's Style: Point of View** Students practice identifying point of view in the poems. Author's Style: Point of View Author's Style: Point of View (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Group Discussion** Students explore ideas expressed in the poems. Speaking and Listening: Group Discussion Speaking and Listening: Group Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection 1

STANDARDS RI.9-10.3; L.9-10.4.c; L.9-10.5; PI.1	**STANDARDS** W.9-10.7; W.9-10.9; L.9-10.1; L.9-10.1.b	**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10; L.9-10.4.a; L.9-10.4.d; PI.7; PI.8	**STANDARDS** L.9-10.4.b; l.9-10.5. PI.4; PI.7; PI.8	**STANDARDS** RL.9-10.4; SL.9-10.1; L.9-10.1; PI.6A; PI.8
***my*Perspectives EL Support**				
Word Study: Greek Names (RP) (TE p 664) Analyze Craft and Structure: Development of Ideas (RP) (TE p 665) English Language Support Lesson: Analyze Craft and Structure (On Realize) Personalize for Learning English Language Support: Writing Interview Questions (TE p 665)	Conventions: Gerunds (RP) (TE p 666) Research: Multimedia Presentation (RP) (TE p 667)	Audio Summary Courage/Ithaka/from The Narrow Road of the Interior Personalize for Learning English Language Support: Figurative Language (TE p 674)	Word Study: Old English Suffix –*some* (RP) (TE p 678) Analyze Craft and Structure: Figurative Language (RP) (TE p 679) Personalize for Learning English Language Support: Figurative Language (TE p 679)	Author's Style: Point of View (RP) (TE p 680) Speaking and Listening: Group Discussion (RP) (TE p 681) Personalize for Learning English Language Support: Considering Different Points of View (TE p 680) English Language Support Lesson: Point of View (On Realize)
***ELD Companion* Support**				
Unit 5, Lesson 13 **Whole Group** Present an Explanatory Essay	**Unit 5, Lesson 14** **Vocabulary** Selection: *extinct, anatomy* Academic: *aid, electronics, extract, lecture*	**Unit 5, Lesson 15** **Time to Read** Read Independently **Vocabulary**	**Unit 5, Lesson 15** **Work Time Instruction** Word Study Reader: The Human Nervous System Explanatory Essay: Review	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

Work Time Instruction Reteach: Latin Roots Explanatory Essay: Present **Work Time Assignments** Word Study Practice: Latin Roots Present an Explanatory Essay Review an Explanatory Essay **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12; PII.9-10; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Read Aloud, Think Aloud** "Fossil Hunters" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8: PI.9-10.12; PII.9-10.1; PII.9-10.2	Word Study: Multisyllabic Words Word Study: Latin Roots **Standards** PI.9-10.2; PI.9-10.4: PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	**Work Time Assignments** Word Study Reader: The Human Nervous System Present an Explanatory Essay Review an Explanatory Essay **Standards** PI.9-10.2; PI.9-10.4: PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PIII.9-10	

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation SE pp 682-683	**INTRODUCE INDEPENDENT LEARNING** SE pp 684-685	**INDEPENDENT LEARNING** SE pp 686-688	**PERFORMANCE-BASED ASSESSMENT** SE pp 689-691	**PERFORMANCE-BASED ASSESSMENT** SE pp 692-693
PERFORMANCE TASK **Speaking and Listening Focus:** **Present an Multimedia Presentation** Students will develop a presentation that addresses the question: What different types of journeys are there, and how can they transform someone? **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the podcast, fine-tune the content and improve use of media. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.5; SL.9-10.6	**Essential Question** *What can we learn from a Journey?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Explanatory Essay** Students evaluate the strength of their evidence. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Explanatory Essay** Students will write an essay exploring when the journey might matter more than the destination. **Explanatory Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Podcast** After completing the essay, students develop a brief three- to five-minute podcast. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4; SL.9-10.4.a

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1		
***my*Perspectives EL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

GRADE 9 | UNIT 6: **World's End**
ESSENTIAL QUESTION: ***Why do we try to imagine the future?***
PERFORMANCE BASED ASSESSMENT: **Narrative**
NOTES:

INSTRUCTIONAL MODEL

- **WHOLE-CLASS LEARNING**
- **ASSESSMENTS**
- **SMALL-GROUP LEARNING**
- **INDEPENDENT LEARNING**

IMPORTANT NOTES

- ***ELD Companion*** is an additional resource.
- Don't forget *Accessible Leveled Texts* are in the Unit Resources.
- ***my*Perspectives Plus** also provides more support and differentiation beyond what is in this Guide.

Unit 6 Overview

In this unit, students will read about and discover many examples about people imagining how the world might end.

Unit Goals

Students will be able to:

- Evaluate written narratives by analyzing how authors craft their stories.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative to convey an experience or even using effective techniques, well-chosen details, and well-structured sequences.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use adverbial and other types of clauses to convey precise meaning and add sentence variety 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.

Selections & Media

Launch Text

- Dream's Winter (520L)

Whole-Class Learning

- Anchor Text, Short Story: *By the Waters of Babylon,* Stephen Vincent Bener (810L)
- Anchor Text, Short Story: *There Will Come Soft Rains,* Ray Bradbury (920L)

Small-Group Learning

- Magazine Article: *The Nuclear Tourist,* George Johnson (1130L)

- Poetry Collection 1: *the beginning of the end of the world,* Lucille Clifton (NP)
- Poetry Collection 1: *The Powwow at the End of the World,* Sherman Alexie (NP)
- Poetry Collection 1: *A Song on the End of the World,* Czeslaw Milosz (NP)
- Media, Radio Broadcast: *from Radio lab: War of the Worlds,* NPR
- Magazine Article: *The Myth of the War of the Worlds Panic*, Jefferson Pooley and Michael Socolow (1280L)

Independent Learning

- Government Website Article: *Preparedness 101: Zombie Apocalypse,* Ali S. Khan (1310L)
- New Article: *The Secret Bunker Congress Never Used*, NPR (1110L)
- Media, Image Gallery: *The End of the World Might Just Look Like This,* Megan Gambino (1020L)
- Poetry Collection 2: *Fire and Ice,* Robert Frost (NP)
- Poetry Collection 2: *Perhaps the World Ends Here,* Joy Harjo (NP)
- Media, Newscast: *A Visit to the Doomsday Vault,* 60 Minutes

Performance-Based Assessment

Part 1 – Writing to Sources: Narrative

Students will write a narrative on the following topic:

Which matters more – the present or the future?

Part 2 – Speaking & Listening: Dramatic Reading

After completing the final draft of their writing, students will record a dramatic reading of their narrative.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, the end of the world, and imagining the future.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 694-701	**OVERVIEW** Whole-Class Learning SE pp 702-703	**SELECTION** Anchor Text By the Waters of Babylon Stephen Vincent Benet SE pp 704-715	**SELECTION** Anchor Text By the Waters of Babylon Stephen Vincent Benet SE p 715	**SELECTION** Anchor Text By the Waters of Babylon Stephen Vincent Benet SE pp 716-717
Unit Goals Students will deepen their understanding of star-crossed romance by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** innovate; technique; depiction; introspective; conjecture Home Connection Letter Spanish Home Connection Letter Unit 6 Answer Key **Launch Text** Students will read "*Dream's Winter*". They will then be able to determine if the order in which the details appear help the reader understand the thesis. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *Why do we try to imagine the future?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** purified; bade; stern; fasting; customs; summoned **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio from By the Waters of Babylon, Part 1: Accessible Leveled Text **STANDARDS** RL.9-10.10; PI.6, PI.7	**MAKING MEANING** **Comprehension Check** Students complete comprehension questions. By the Waters of Babylon: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research to find out more about the Spanish Civil War and how it influenced Benet's story. **STANDARDS** RL.9-10.10	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Narrative Elements** Students complete activities to analyze dialogue. Analyze Craft and Structure: Narrative Elements Analyze Craft and Structure: Narrative Elements (RP) **STANDARDS** RL.9-10.1; RL.9-10.5; PI.1; PI.5

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Which matters more – the present or the future? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6; PIII				
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Cognates (TE p 697)	Audio Summary I Have a Dream	Audio Summary from By the Waters of Babylon: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 710) Personalize for Learning English Language Support: Simile (TE p 713)		Analyze Craft and Structure: Narrative Elements (RP) (TE p 717) Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 717)

***ELD Companion* Support**				
Unit 6, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Order of Adjectives Word Study: Introduce Compound Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 6, Lesson 1** **Work Time Instruction** Reteach: Compound Words **Work Time Assignments** Interactive Reader Word Study Practice: Compound Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 6, Lesson 2** **Vocabulary** Selection: *convection current; air mass* Academic: *organization; permitted; concentrate* **Read Aloud, Think Aloud**" "Changing Weather" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 6, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Order of Adjectives Word Study: Analogies **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	**Unit 6, Lesson 3** **Work Time** Reteach: Analogies **Work Time** Word Study Practice: Analogies **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text By the Waters of Babylon Stephen Vincent Benet SE p 718	**SELECTION** Anchor Text By the Waters of Babylon Stephen Vincent Benet SE pp 719-720	**SELECTION** Anchor Text By the Waters of Babylon Stephen Vincent Benet SE p 721	**SELECTION** Anchor Text There Will Come Soft Rains Ray Bradbury SE pp 722-729	**SELECTION** Anchor Text There Will Come Soft Rains Ray Bradbury SE pp 730-731
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: purified; stern; customs; bade; fasting; summoned **Word Study: Word Families** Students complete activities related to Word Parts. Concept Vocabulary and Word Study Word Study: Word Families (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.9-10.4.b; L.9-10.5	**LANGUAGE DEVELOPMENT** **Author's Style: Character Development** Students analyze how the author uses elements of punctuation, diction, and syntax to develop character. Author's Style: Character Development Author's Style: Character Development (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Sequel** Students compare similes. Writing to Sources: Sequel Writing to Sources: Sequel (RP) **STANDARDS** RL.9-10.3; W.9-10.3; W.9-10.3.b; L.9-10.2; PII.6	**EFFECTIVE EXPRESSION** **Speaking and Listening: Multimedia Timeline** Students create and present a timeline of the story. Speaking and Listening: Multimedia Timeline Speaking and Listening: Multimedia Timeline (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: By the Waters of Babylon **STANDARDS** SL.9-10.2; SL.9-10.4; SL.9-10.5; PI.10	**MAKING MEANING** **Concept Vocabulary** chimed; attending; delicately; fluttered; manipulated; tremulous **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio There Will Come Soft Rains: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. There Will Come Soft Rains: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Setting** Students analyze examples of personification. Analyze Craft and Structure: Setting Analyze Craft and Structure: Setting (RP) **STANDARDS** RL.9-10.4; RL.9-10.5; L.9-10.5; PI.8

			Students research modern "smart houses". **STANDARDS** RL.9-10.10; PI.7; PI.8	
***my*Perspectives EL Support**				
Word Study: Word Families (RP) (TE p 718)	Author's Style: Character Development (RP) (TE p 719) Writing to Sources: Sequel (RP) (TE p 720) Personalize for Learning English Language Support: Sentence Starters (TE p 719)	Speaking and Listening: Multimedia Timeline (RP) (TE p 721) Personalize for Learning English Language Support: Creating a Timeline (TE p 721) English Language Support Lesson: Multimedia Timeline (On Realize)	Audio Summary There Will Come Soft Rains: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 725)	Analyze Craft and Structure: Setting (RP) (TE p 731) Personalize for Learning English Language Support: Identify Setting and Personification (TE p 731) English Language Support Lesson: Setting (On Realize)
***ELD Companion* Support**				
Unit 6, Lesson 4 **Vocabulary** Selection: *barometer, climate* Academic: *computer; geometry; three-dimensional; visualization* **Read Aloud, Think Aloud** "Changing Weather" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 6, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Compound Study Word Study: Analogies **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10:10; PI.9-10.11; PI.9-10.12	**Unit 6, Lesson 5** **Work Time Instruction** Word Study Reader: Computers **Work Time Assignments** Word Study Reader: Computers **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10:10; PI.9-10.11; PI.9-10.12	**Unit 6, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Past Tense Verbs Word Study: Introduce Inflected Endings **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3	**Unit 6, Lesson 6** **Work Time Instruction** Reteach: Inflected Endings **Work Time Assignments** Interactive Reader Word Study Practice: Inflected Endings **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text There Will Come Soft Rains Ray Bradbury SE p 732	**SELECTION** Anchor Text There Will Come Soft Rains Ray Bradbury SE p 733	**SELECTION** Anchor Text There Will Come Soft Rains Ray Bradbury SE pp 734-735	**PERFORMANCE TASK: WRITING FOCUS** Narrative Essay SE pp 736-738	**PERFORMANCE TASK: WRITING FOCUS** Narrative Essay SE pp 739-741
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: chimed; attending; delicately; fluttered; manipulated; tremulous **Word Study: Latin Root: *-man-*** Students complete activities related to the Latin root *-man-* Concept Vocabulary and Word Study Word Study: Latin Root: *-man-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.9-10.4.b; L.9-10.4.d	**LANGUAGE DEVELOPMENT** **Author's Style: Parallelism** Students analyze types of parallel elements. Author's Style: Parallelism Author's Style: Parallelism (RP) **STANDARDS** L.9-10.1; L.9-10.1.a; PII.3; PII.5; PII.6	**EFFECTIVE EXPRESSION** **Writing to Sources: Short Story** Students write a short story. Writing to Sources: Short Story Writing to Sources: Short Story (RP) **Speaking and Listening: Oral Recitation** Students deliver a presentation of the Sara Teasdale Poem. Speaking and Listening: Oral Recitation Speaking and Listening: Oral Recitation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: There Will Come Soft Rains **STANDARDS** W.9-10.3; W.9-10.3.d; SL.9-10.4.b	**PERFORMANCE TASK** **Write a Narrative** Students write a narrative that answers the question: After the end of the world, how do we begin again? **PreWriting/Planning** Students focus their research and evaluate sources. **Organize Your Narrative** Students organize plot elements in their narrative **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.3.a-e; W.9-10.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Add Variety: Use Adverbial Clauses to Combine Sentences** Students use clauses to add variety to 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 essay and share in small groups. **Reflecting** Students reflect on their informative essays. **STANDARDS** W.9-10.3.c; W.9-10.3.d; L.9-10.1; L.9-10.1.b; L.9-10.2.c; PII.6; PII:7

***my*Perspectives EL Support**				
Word Study: Latin Root: *-man-* (RP) (TE p 732)	Author's Style: Parallelism (RP) (TE p 733) Personalize for Learning English Language Support: Parts of Speech (TE p 733)	Writing to Sources: Short Story (RP) (TE p 734) Speaking and Listening: Oral Recitation (RP) (TE p 735)		Personalize for Learning English Language Support: Understanding Meaning (TE p 739)
***ELD Companion* Support**				
Unit 6, Lesson 7 **Vocabulary** Selection: *razing, innovative* Academic: *tag along, stick out, hooligan, stump* **Read Aloud, Think Aloud**" "Art's inspiration" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 6, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Past Tense Verbs Word Study: Introduce Suffixes *-ion, -ation, -tion, -sion* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3	**Unit 6, Lesson 8** **Work Time Instruction** Reteach: Suffixes *-ion, -ation, -tion, -sion* **Work Time Assignments** Word Study Practice: Suffixes *-ion, -ation, -tion, -sion* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.3	**Unit 6, Lesson 9** **Vocabulary** Selection: *intricate, facade* Academic: *skeptical, social, status, vision* **Read Aloud, Think Aloud** "Art's Inspiration" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 6, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Inflected Endings Word Study: Suffixes *-ion, -ation, -tion, -sion* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 742-745	**SELECTION** The Nuclear Tourist George Johnson SE pp 746-754	**SELECTION** The Nuclear Tourist George Johnson SE pp 754-755	**SELECTION** The Nuclear Tourist George Johnson SE pp 756-757	**SELECTION** the beginning of the end of the world Lucille Clifton The Powwow at the End of the World Sherman Alexie A Song on the End of the World Czeslaw Milosz SE pp 758-766
Essential Question *Why do we try to imagine the future?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule**	**MAKING MEANING** **Concept Vocabulary** macabre; eerily; specter **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Nuclear Tourist: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Nuclear Tourist: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: macabre; eerily; specter **Word Study: Latin Root: *-spec-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-spec-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Literary Nonfiction** Students will analyze elements of travel journalism. Analyze Craft and Structure: Literary Nonfiction	**LANGUAGE DEVELOPMENT** **Author's Style: Diction** Students read and analyze examples of scientific and technical terms from the selection. Author's Style: Diction Author's Style: Diction (RP) **EFFECTIVE EXPRESSION** **Research: Present Findings** Students research the Chernobyl disaster. Research: Present Findings Research: Present Findings (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Concept Vocabulary** prayerful; faithless; prophet **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** the beginning of the end of the world/The Powwow at the End of the World/A Song on the End of the World. **Comprehension Check** Students complete comprehension questions. the beginning of the end of the world/The Powwow at the End of the World/A Song on the End of the World : First Read Extension Questions

Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	Students research one unfamiliar detail from the text. **Research to Explore** Students research a topic that interests them. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10; L.9-10.4.a	Analyze Craft and Structure: Literary Nonfiction (RP) **STANDARDS** RL.9-10.1; L.9-10.4.b; L.9-10.4.c; PI.6; PI.7	Selection Test: The Nuclear Tourist **STANDARDS** W.9-10.7; W.9-10.8; W.9-10.9; L.9-10.3; L.9-10.6; PI.4; PII.3; PII.4	**Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text** Students revisit sections of the poems and annotate details. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4.b; PI.6; PI.7
***my*Perspectives EL Support**				
	Audio Summary The Nuclear Tourist: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 749)	Word Study: Latin Root *-spec-* (RP) (TE p 754) Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 755) Personalize for Learning English Language Support: Distinguishing Fact from Subjective Observation (TE p 755) English Language Support Lesson: Travel Journalism (On Realize)	Author's Style: Diction (RP) (TE p 756) Research: Present Findings (RP) (TE p 757) Personalize for Learning English Language Support: Technical Terms and Parts of Speech (TE p 755)	Audio Summary the beginning of the end of the world/The Powwow at the End of the World/A Song on the End of the World Personalize for Learning English Language Support: Syntax (TE p 761) English Language Support Lesson: Saxon Suffixes -ful and -less (On Realize)

***ELD Companion* Support**				
Unit 6, Lesson 10 **Work Time Instruction** Word Study Reader: All About Advertising **Work Time Assignments** Word Study Reader: All About Advertising **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PIII.9-10	**Unit 6, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Introduce Prefixes *re-, un-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.4; PIII.9-10	**Unit 6, Lesson 11** **Work Time Instruction** Reteach: Prefixes *re-, un-* **Work Time Assignments** Interactive Reader Word Study Practice: Prefixes *re-, un-* **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.4; PIII.9-10	**Unit 6, Lesson 12** **Vocabulary** Selection: *transparent, opaque* Academic: *organization, permitted, concentrate* **Read Aloud, Think Aloud**" "Light" **Classroom Conversation** Partner Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 6, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Introduce Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.4

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION the beginning of the end of the world Lucille Clifton The Powwow at the End of the World Sherman Alexie A Song on the End of the World Czeslaw Milosz SE pp 766-769	**SELECTION** from Radiolab: War of the Worlds NPR SE pp 770-772	**SELECTION** from Radiolab: War of the Worlds NPR SE pp 772-773	**SELECTION** The Myth of the War of the Worlds Panic Jefferson Pooley and Michael J. Socolow SE pp 774-779	**SELECTION** The Myth of the War of the Worlds Panic Jefferson Pooley and Michael J. Socolow SE pp 780-781
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: prayerful; faithless; prophet **Word Study: Anglo-Saxon Suffixes: *-ful and -less*** Concept Vocabulary and Word Study Word Study: Anglo-Saxon Suffixes: *-ful and -less* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Theme and Poetic Structure** Students identify elements of each poem that suggest its theme.	**MAKING MEANING** **Media Vocabulary** understatement; banter; archival audio; tone **First Review Media: Audio** Students Listen, Note, Connect, Respond as they listen to the selection the first time. First-Review Guide: Media: Audio **Listen to the Selection** Selection Audio from Radiolab: War of the Worlds: Accessible Text **Comprehension Check** Students complete comprehension questions. **Close Review** Students will listen to the broadcast again and complete the close review questions.	**LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: understatement; banter; archival audio; tone Media Vocabulary **Word Network** Students add new words to their Word Network as they read texts in the unit. **Writing to Sources: Broadcast Outline** Students will create a broadcast outline tracing how the hosts introduce, develop, and support ideas in the show. Writing to Sources: Broadcast Outline **Evidence Log** Students add notes and evidence that will be used to	**MAKING MEANING** **Concept Vocabulary** sensationalized; apocryphal; salient **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Myth of the War of the Worlds Panic: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Myth of the War of the Worlds Panic: First Read Extension Questions	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: sensationalized; apocryphal; salient **Word Study: Word Families** Concept Vocabulary and Word Study Word Study: Word Families (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **EFFECTIVE EXPRESSION** **Writing to Compare: Script** Students write a comparison of Orson Welles's radio play and H.G Welles's *The War of the Worlds.*

Analyze Craft and Structure: Theme and Poetic Structure Analyze Craft and Structure: Theme and Poetic Structure (RP) **Author's Style: Use of Language** Students identify examples of alliteration, consonance, and assonance in the three poems. Author's Style: Use of Language Author's Style: Use of Language (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students explore idea of the world's end expressed in the poems. Speaking and Listening: Oral Presentation Speaking and Listening: Oral Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: the beginning of the end of the world/The Powwow at the	Close Review **Analyze the Media** Students will respond to questions about the broadcast. Analyze the Media **STANDARDS** L.9-10.6; PI.5; PI.6a	inform the Performance-Based Assessment. **STANDARDS** L.9-10.6; RI.9-10.2; RI.9-10.3	**Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something interesting from the text and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4.a; PI.6c	Writing to Compare: Script **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.7; W.9-10.1; W.9-10.5; W.9-10.9; W.9-10.9.b; SL.9-10.4; SL.9-10.5

End of the World/A Song on the End of the World **STANDARDS** RL.9-10.2; RL.9-10.5; W.9-10.3; SL.9-10.2; SL.9-10.4; L.9-10.4.b; L.9-10.4.c; PI.1; PI.6; PI.6c; PI.12b				
***my*Perspectives EL Support**				
Word Study: Anglo-Saxon Suffixes: *-ful and -less* (RP) (TE p 766) Analyze Craft and Structure: Theme and Poetic Structure (RP) (TE p 767) Author's Style: Use of Language (RP) (TE p 768) Speaking and Listening: Oral Presentation (RP) (TE p 769) Personalize for Learning English Language Support: Using Anglo-Saxon Suffixes *–ful, -less* (TE p 766) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 768)	Audio Summary from Radiolab: War of the Worlds Personalize for Learning English Language Support: Domain Specific Vocabulary (TE p 771)		Audio Summary The Myth of the War of the Worlds Panic: Accessible Leveled Text Personalize for Learning English Language Support: Abbreviations (TE p 776)	
***ELD Companion* Support**				
Unit 6, Lesson 13 **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study Practice:	**Unit 6, Lesson 14** **Vocabulary** Selection: *lenses, spectrum* Academic: *review, degree, absently, avoiding*	**Unit 6, Lesson 15** **Time to Read** Read Independently **Vocabulary**	**Unit 6, Lesson 15** **Work Time Instruction** Word Study Reader: Amazing Architecture **Work Time Assignments**	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4

Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12; PII.9-10.4	**Read Aloud, Think Aloud** "Light" **Classroom Conversation** Collaborative Conversation **Standards** PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8: PI.9-10.12; PII.9-10.1; PII.9-10.2	Word Study: Prefixes *re-, un-* Word Study: Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	Word Study Reader: Amazing Architecture **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.10; PI.9-10.11; PI.9-10.12	

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Create a Podcast SE pp 782-783	**INTRODUCE INDEPENDENT LEARNING** SE pp 784-785	**INDEPENDENT LEARNING** SE pp 786-788	**PERFORMANCE-BASED ASSESSMENT** SE pp 789-791	**PERFORMANCE-BASED ASSESSMENT** SE pp 792-793
PERFORMANCE TASK **Speaking and Listening Focus:** **Create a Podcast** Students will develop a podcast that addresses the question: What do stories about the future say about the present? **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the podcast, fine-tune the content and improve use of media. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.5; SL.9-10.6	**Essential Question** *Why do we try to imagine the future?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** First-Read Guide **Close-Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. **Evidence Log**	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Notes for a Narrative** Students evaluate their ideas. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Narrative** Students will write a short story asking which matters more – the present or the future? **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.3; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Dramatic Reading** After completing the narrative, students will record a dramatic reading of their narrative. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.5

		Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.6.1; PI.6.4