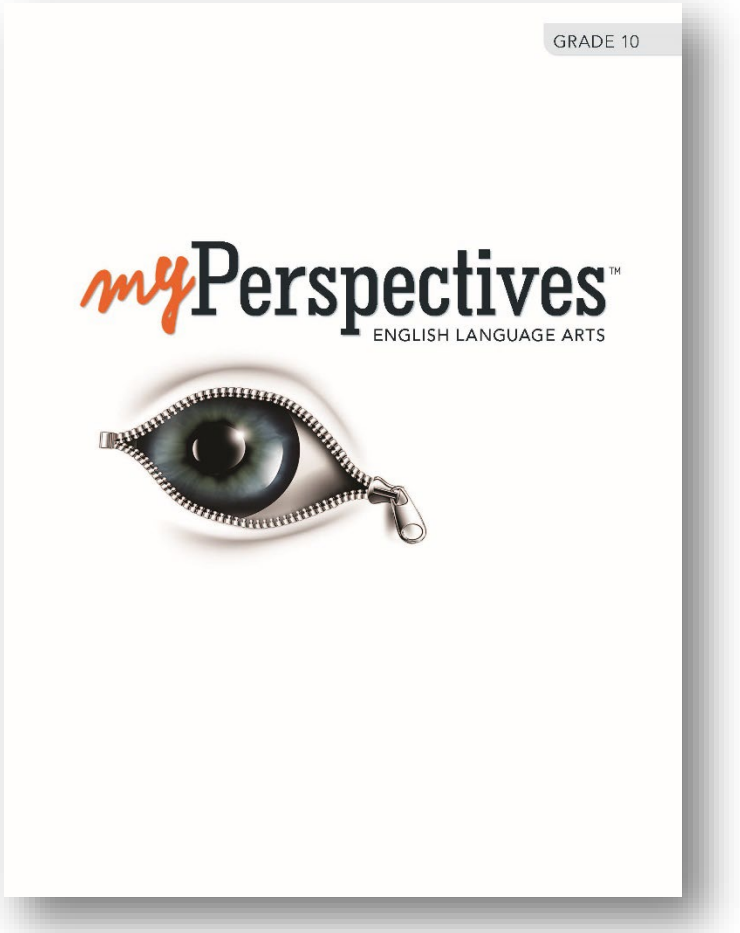
myPerspectives™
ENGLISH LANGUAGE ARTS

Grade 10 Unit Planning Guide



*my*Perspectives Unit Planning Guide

GRADE 10 | UNIT 1: **Inside the Nightmare**
ESSENTIAL QUESTION: ***What is the allure of fear?***
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 1 Overview

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

Unit Goals

Students will be able to:

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

Selections & Media

Launch Text

- My Introduction to Gothic Literature (900L)

Whole-Class Learning

- Anchor Text, Short Story: *The Fall of the House of Usher,* Edgar Allan Poe (1410L)
- Anchor Text, Short Story: *House Taken Over,* Julie Cortazar (1030L)

- Media, Informational Graphic: *from How to Tell You're Reading a Gothic Novel-In Pictures,* Adam Frost and Zhenia Vasiliev

Small-Group Learning
- Short Story: *Where is Here?,* Joyce Carol Oates (950L)
- Media, Photo Gallery: *from The Dream Collector,* Arthur Tress
- Interview: *Why Do Some Brains Enjoy Fear?,* Allegra Ringo (1180L)
- Poetry Collection: *beware: do not read this poem,* Ishmael Reed (NP)
- Poetry Collection: *The Raven,* Edgar Allen Poe (NP)
- Poetry Collection: *Windigo,* Louise Erdrich (NP)

Independent Learning
- Criticism: *How Maurice Sendak's "Wild Things" Moved Children's Books Toward Realism,* Gloria Goodale (1420L)
- Explanatory Nonfiction: *Sleep Paralysis: A Waking Nightmare*, (1090L)
- Short Story: *The Feather Pillow,* Horacio Quiroga, translated by Margaret Sayers Peden (990L)
- Newspaper Article: *Stone Age Man's Terrors Still Stalk Modern Nightmares,* Robin McKie (1180)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic:

In what ways does transformation play a role in stories meant to scare us?

Part 2 – Speaking & Listening: Informal Talk

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

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the allure of fear.

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 The Fall of the House of Usher Edgar Allan Poe SE pp 12-22	**SELECTION** Anchor Text The Fall of the House of Usher Edgar Allan Poe SE pp 22-32	**SELECTION** Anchor Text The Fall of the House of Usher Edgar Allan Poe SE p 33
Unit Goals Students will deepen their understanding of scary literature by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** motivate; dimension; manipulate; psychological; perspective Home Connection Letter Spanish Home Connection Letter Unit 1 Answer Key **Launch Text** Students will read "*My Introduction to Gothic Literature*" They will then be able to participate in discussions about the allure of fear. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary**	**Essential Question** *What is the allure of fear?* **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** annihilate; antiquity; fissure; dissolution; rending; tumultuous **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 Fall of the House of Usher: Accessible Leveled Text **STANDARDS** RL.9-10.10; PII.2A	**MAKING MEANING** **Read the Selection** **Comprehension Check** Students complete comprehension questions. The Fall of the House of Usher: 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 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** RL.9-10.1; RL.9-10.10; PI.6C; PI.8	**MAKING MEANING** **Analyze Craft & Structure Literary Style** Students will record passages that exemplify elements of the Gothic literary tradition. Analyze Craft and Structure: Literary Style Analyze Craft and Structure: Literary Style (RP) **STANDARDS** RL.9-10.5; PI.8; PI.12

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: 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; PIII				
***my*Perspectives ELL Support**				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 5)		Audio Summary The Fall of the House of Usher: Accessible Leveled Text Personalize for Learning English Language Support: Compound-Complex Sentences (TE p 16)	Personalize for Learning English Language Support: Figurative Language (TE p 25)	Analyze Craft and Structure: Literary Style (RP) (TE p 33) Personalize for Learning English Language Support: Creating Mood (TE p 33) English Language Support Lesson: Mood (On Realize)

***ELD Companion* Support**				
Unit 1, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Nouns without Plurals 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	**Unit 1, Lesson 1** **Whole Group** Explanatory Essay **Work Time Instruction** Reteach: Irregular Plural Nouns Explanatory Essay: Plan **Work Time Assignments** Word Study: Irregular Plurals Interactive Reader Explanatory Essay: Plan **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	**Unit 1, Lesson 2** **Vocabulary** Selection: *persistent, pandemonium* Academic: *traditionally, preliminary, expression, adjust* **Read Aloud, Think Aloud"** "Early Warning System" **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 1, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Nouns without Plurals Word Study: Connotations **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	**Unit 1, Lesson 3** **Whole Group** Organize Ideas **Work Time Instruction** Reteach: Connotations **Work Time Assignments** Word Study: Connotations Explanatory Essay: Plan **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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Fall of the House of Usher Edgar Allan Poe SE p 34	**SELECTION** Anchor Text The Fall of the House of Usher Edgar Allan Poe SE p 35	**SELECTION** Anchor Text House Taken Over Julio Cortazar SE pp 36-42	**SELECTION** Anchor Text House Taken Over Julio Cortazar SE p 43	**SELECTION** Anchor Text House Taken Over Julio Cortazar SE pp 44-45
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: annihilate; antiquity; fissure; dissolution; rending; tumultuous **Word Study: Denotation and Connotation** Students complete activities related to Denotation and Connotation. Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.9-10.5; L.9-10.5.b	**LANGUAGE DEVELOPMENT** **Conventions: Sentence Structure** Students identify structures of sentences. Conventions: Sentence Structure Conventions: Sentence Structure (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Fall of the House of Usher **STANDARDS** L.9-10.1; L.9-10.1.b; PII.2; PII.3; PII.4	**MAKING MEANING** **Concept Vocabulary** spacious; unvoiced; obscure; recessed; vestibule; muffled **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio House Taken Over: Accessible Leveled Text **STANDARDS** RL.9-10.10; PI.6C; PI.8	**MAKING MEANING** **Read the Selection** **Comprehension Check** Students complete comprehension questions. House Taken Over: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research the origin of the 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 & Structure Literary Style** Students will record passages that exemplify elements of Magical Realism. Analyze Craft and Structure: Literary Style Analyze Craft and Structure: Literary Style (RP) **STANDARDS** RL.9-10.5; RL.9-10.6
***my*Perspectives ELL Support**				
Word Study: Denotation and Connotation (RP) (TE p 34)	Conventions: Sentence Structure (RP) (TE p 35)	Audio Summary		Analyze Craft and Structure: Literary Style (RP) (TE p 45)

	Personalize for Learning English Language Support: Parts of Speech (TE p 35)	House Taken Over: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 38) Personalize for Learning English Language Support: Homonyms (TE p 39)		
***ELD Companion* Support**				
Unit 1, Lesson 4 **Vocabulary** Selection: *adherents, attribute* Academic: *change, compartment, hypothetically* **Read Aloud, Think Aloud** "Afghan Girls in School Despite Attacks" **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 1, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Irregular Plural Nouns Word Study: Connotations **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.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5	**Unit 1, Lesson 5** **Whole Group** Write an Introduction **Work Time Instruction** Word Study Reader: Myths Explanatory Essay: Draft **Work Time Assignments** Word Study: Irregular Plural Nouns and Connotations Explanatory Essay: Draft **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.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5	**Unit 1, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Introduce Possessive Nouns **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; 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	**Unit 1, Lesson 6** **Whole Group** Revise and Edit **Work Time Instruction** Reteach: Possessives Explanatory Essay: Writing an Introduction and Conclusion **Work Time Assignments** Word Study: Possessives Interactive Reader Explanatory Essay: Draft **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

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text House Taken Over Julio Cortazar SE pp 46-47	**SELECTION** Anchor Text House Taken Over Julio Cortazar SE pp 48-49	**SELECTION** from How to Tell You're Reading a Gothic Novel – In Pictures SE pp 50-57	**PERFORMANCE TASK: WRITING FOCUS** Write an Explanatory Essay SE pp 58-60	**PERFORMANCE TASK: WRITING FOCUS** Write an Explanatory Essay SE pp 61-63
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: spacious; unvoiced; obscure; recessed; vestibule; muffled **Word Study: Patterns of Word Changes** Students write English cognates for Spanish Words. Concept Vocabulary and Word Study Word Study: Patterns of Word Study (RP) **Word Network** Add words related to fear. **Conventions: Types of Phrases** Students identify Prepositional Phrases. Conventions: Types of Phrases Conventions: Types of Phrases (RP) **STANDARDS**	**EFFECTIVE EXPRESSION** **Writing to Compare: Explanatory Essay** Students write an essay comparing Gothic style and Magical Realism. Writing to Compare: Explanatory Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: House Taken Over **STANDARDS** RL.9-10.5; W.9-10.2; W.9-10.9; W.9-10.9.a; PI.10A	**MAKING MEANING** **Concept Vocabulary** reclusive; sinister; ethereal **First Read Media** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Read the Selection** Selection Audio from How to Tell You're Reading a Gothic Novel – In Pictures **Comprehension Check** Students complete comprehension questions. from How to Tell You're Reading a Gothic Novel – In Pictures: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**PERFORMANCE TASK** **Write an Explanatory Essay** Students write an explanatory essay that explores the question of how and when does imagination overcome reason? **PreWriting/Planning** Students focus ideas, gather evidence and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.3; W.9-10.4; W.9-10.9; W.9-10.10	**LANGUAGE DEVELOPMENT: AUTHOR'S STYLE** **Descriptive Details** Students record details 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 essays and share in small groups. **Reflecting** Students reflect on their essays. **STANDARDS** W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.f; W.9-10.3; W.9-10.3.d; W.9-10.5: PII.5

L.9-10.1; L.9-10.1.b; L.9-10.4.b; L.9-10.5; PII.5		Students choose an item 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. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: reclusive; sinister; ethereal  Concept Vocabulary **Word Network** Add words related to fear. **EFFECTIVE EXPRESSION** **Speaking and Listening: Informational Graphic** Students create and present an informational graphic.  Speaking and Listening: Informational Graphic **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.1; RI.9-10.10; SL.9-10.2; SL.9-10.4; SL.0-10.5; PI.2; PI.6C; PI.7; PI.8		
***my*Perspectives ELL Support**				

Word Study: Patterns of Word Changes (RP) (TE p 46) Conventions: Types of Phrases (RP) (TE p 47) Personalize for Learning English Language Support: Using Prepositions to Add Details to Writing (TE p 47)	Personalize for Learning English Language Support: Practice Explanatory Writing (TE p 49) English Language Support Lesson: Explanatory Writing (On Realize)	Audio Summary from How to Tell You're Reading a Gothic Novel – In Pictures Personalize for Learning English Language Support: Idioms (TE p 51) Personalize for Learning English Language Support: Syntax (TE p 53) Personalize for Learning English Language Support: Key Words (TE p 56) Personalize for Learning English Language Support: Plan an Informational Graphic (TE p 57)		Personalize for Learning English Language Support: Modifying to Add Descriptive Details (TE p 62)
***ELD Companion* Support**				
Unit 1, Lesson 7 **Vocabulary** Selection: *routine, enclosed* Academic: *defense, evidence, judge, minor* **Read Aloud, Think Aloud**" "Phobias: Beyond Fear" **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-	**Unit 1, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Suffixes **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	**Unit 1, Lesson 8** **Work Time Instruction** Reteach: Suffixes Explanatory Essay: Revise and Edit **Work Time Assignments** Word Study: Suffixes Explanatory 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-	**Unit 1, Lesson 9** **Vocabulary** Selection: *expectations, response* Academic: *complicated, episode, recognize, reflection* **Read Aloud, Think Aloud** "Got Butterflies? Find Out Why" **Classroom Conversation** Partner Conversation **Standards**	**Unit 1, 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.9-10.10; 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

10.12; PII.9-10.1; PII.9-10.2; PII.9-10.4		10.1; PII.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5	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	

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 64-67	**SELECTION** Where is Here? Joyce Carol Oates SE pp 68-78	**SELECTION** Where is Here? Joyce Carol Oates SE pp 78-81	**SELECTION** from The Dream Collector Arthur Tress SE pp 82-87	**SELECTION** from The Dream Collector Arthur Tress SE pp 88-89
Essential Question *What is the allure of fear?* **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** gregarious; amiably; stoical **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Where is Here?: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Where is Here?: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic. **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: gregarious; amiably; stoical **Word Study** Adverbs of Manner Concept Vocabulary and Word Study Word Study: Adverbs (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Literary Style** Students will identify details that relate to literary elements. Analyze Craft and Structure: Literary Style Analyze Craft and Structure: Literary Style (RP) **Author's Style: Character Development** Students analyze character from examples of dialogue.	**MAKING MEANING** **Media Vocabulary** composition; perspective or angle; lighting and color; subject; location **First Read** Students Look, Note, Connect, Respond as they review the media the first time. First-Review Guide: Media: Art and Photography **Read the Selection** Selection Audio from the Dream Collector **Comprehension Check** Students complete comprehension questions. **STANDARDS** RI.9-10.10; L.9-10.6; PI.6; PI.8	**MAKING MEANING** **Close Review** Students will review the photographs and first-review notes and record any new observations. **Analyze the Media** Students will respond to questions about the text, citing textual evidence. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: composition; perspective or angle; lighting and color; subject; location Media Vocabulary **EFFECTIVE EXPRESSION** **Speaking and Listening: Visual Presentation** Students create a visual presentation incorporating text and images. Speaking and Listening: Visual Presentation

	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.a.b; PII.7	Author's Style: Character Development Author's Style: Character Development (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Narrative** Students write a narrative that extends the scope of "Where is Here?". Writing to Sources: Narrative Writing to Sources: Narrative (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Where is Here? **STANDARDS** RL.9-10.3; RL.9-10.5; W.9-10.3; L.9-10.2.c; L.9-10.4.b; PI.2: PI.7		**Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** SL.9-10.5; SL.9-10.6; L.9-10.6
***my*Perspectives ELL Support**				
	Audio Summary Where is Here?: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 75)	Word Study: Adverbs (RP) (TE p 78) Analyze Craft and Structure: Literary Style (RP) (TE p 79) Author's Style: Character Development (RP)	Audio Summary from the Dream Collector Personalize for Learning English Language Support: First Read: Multiple Meaning Words (TE p 83)	

		(TE p 80) Writing to Sources: Narrative (RP) (TE p 81) Personalize for Learning English Language Support: Using Dialogue (TE p 80) English Language Support Lesson: Dialogue (On Realize)	Personalize for Learning English Language Support: Background Knowledge (TE p 85)	
***ELD Companion* Support**				
Unit 1, Lesson 10 **Work Time Instruction** Word Study Reader: Murals Explanatory Essay: Edit **Work Time Assignments** Word Study: Possessive Nouns and Suffixes Explanatory 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; PI.9-10.5	**Unit 1, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Multisyllabic Words **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 11** **Whole Group** Speaking and Listening **Work Time Instruction** Reteach: Multisyllabic Words Explanatory Essay: Presenting and Giving Feedback Revise and Edit **Work Time Assignments** Word Study: Multisyllabic Words Interactive Reader Explanatory Essay: Present **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 12** **Vocabulary** Selection: *infects, transmitted* Academic: *applicant, certain, comment, container* **Read Aloud, Think Aloud**" "Preparing for the Flu" **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 1, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Latin Roots **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; 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 Why Do Some Brains Enjoy Fear? Allegra Ringo SE pp 90-95	**SELECTION** Why Do Some Brains Enjoy Fear? Allegra Ringo SE pp 96-99	**SELECTION** beware: do not read this poem Ishmael Reed The Raven Edgar Allan Poe Windigo Louise Erdrich SE pp 100-109	**SELECTION** beware: do not read this poem Ishmael Reed The Raven Edgar Allan Poe Windigo Louise Erdrich SE pp 110-113	**PERFORMANCE TASK: Speaking and Listening Focus** Deliver an Explanatory Presentation SE pp 114-115
MAKING MEANING **Technical Vocabulary** stimulus; dissonance; cognitive **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 Why Do Some Brains Enjoy Fear?: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Why Do Some Brains Enjoy Fear?: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Technical Vocabulary** Students complete activities related to the Concept Vocabulary words: stimulus; dissonance; cognitive **Word Study** Patterns of Word Changes 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. **Analyze Craft & Structure Speaker's Claims and Evidence** Students identify evidence that supports claims. Analyze Craft and Structure: Speaker's Claims and Evidence	**MAKING MEANING** **Concept Vocabulary** entreating, implore, beguiling **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio beware; do not read this poem/ The Raven/Windigo: Accessible Text **Comprehension Check** Students complete comprehension questions. beware; do not read this poem/ The Raven/Windigo : 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 the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: entreating, implore, beguiling **Word Study** Anglo-Saxon Prefix: *be-* Concept Vocabulary and Word Study Word Study: Anglo-Saxon Prefix: *be-* (RP)	**PERFORMANCE TASK** **Deliver an Explanatory Presentation** As a group students develop a presentation that addresses how, in literature, a sense of uncertainty helps to create an atmosphere of fear. **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize ideas for the presentation. **STANDARDS** SL.9-10.1; SL.9-10.1.b

Research to Explore Students explore an aspect of the text they find interesting. **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; L.9-10.4.a; PI.6C; PI.8	Analyze Craft and Structure: Speaker's Claims and Evidence (RP) **Author's Style: Scientific and Technical Diction** Students complete activities identifying scientific and technical terms. Author's Style: Scientific and Technical Diction Author's Style: Scientific and Technical Diction (RP) **EFFECTIVE EXPRESSION** **Research: Group Presentation** Students will research cultural dimensions of fear and present findings. Research: Group Presentation Research: Group Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Why Do Some Brains Enjoy Fear? **STANDARDS** RI.9-10.3; L.9-10.4.b; L.9-10.6; PI.1; PI.2	**STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.b; PI.7	**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 the speaker's tone and the poem's imagery reveal the theme. Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme (RP) **Author's Style Point of View** Students find examples of the effects point of view. Author's Style: Point of View Author's Style: Point of View (RP) **EFFECTIVE EXPRESSION Speaking and Listening: Group Presentation** Students create and deliver a group presentation. Speaking and Listening: Group Presentation Speaking and Listening: Group 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; L.9-10.4.b; L.9-10.4.d; PI.2; PI.10	
***my*Perspectives ELL Support**				
Audio Summary Why Do Some Brains Enjoy Fear?: Accessible Leveled Text Personalize for Learning English Language Support: Unfamiliar Words (TE p 94)	Word Study: Patterns of Word Changes (RP) (TE p 96) Analyze Craft and Structure: Speaker's Claims and Evidence (RP) (TE p 97) Author's Style: Scientific and Technical Diction (RP) (TE p 98) Research: Group Presentation (RP) (TE p 99) Personalize for Learning English Language Support: Writing Interview Questions (TE p 97) English Language Support Lesson: Interviews (On Realize)	Audio Summary beware; do not read this poem/ The Raven/Windigo: Accessible Text Personalize for Learning English Language Support: Syntax (TE p 107)	Word Study: Anglo-Saxon Prefix: *be-* (RP) (TE p 110) Analyze Craft and Structure: Development of Theme (RP) (TE p 111) Author's Style: Point of View (RP) (TE p 112) Speaking and Listening: Group Presentation (RP) (TE p 113) Personalize for Learning English Language Support: Writing in Different Points of View (TE p 112) English Language Support Lesson: Point of View (On Realize)	
***ELD Companion* Support**				
Unit 1, Lesson 13 **Work Time Instruction** Reteach: Latin Roots Explanatory Essay: Present	**Unit 1, Lesson 14** **Vocabulary** Selection: *debated, impact*	**Unit 1, Lesson 15** **Time to Read** Read Independently	**Unit 1, Lesson 15** **Work Time Instruction** Word Study Reader: The Human Nervous System	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

Work Time Assignments 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; PII.9-10.5; PII.9-10.6; PII.9-10.7	Academic: *managed, expected, protect, surprised* **Read Aloud, Think Aloud** "Reptile Adaptations" **Classroom Conversation** Collaborative Discussion: QuickWrite **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; PII.9-10.3	**Vocabulary** 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.9-10.9; 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	Explanatory Essay: Present **Work Time Assignments** Word Study: Multisyllabic Words and Latin Roots **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; 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 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation SE p 115	**INTRODUCE INDEPENDENT LEARNING** SE pp 116-117	**INDEPENDENT LEARNING** SE pp 118-120	**PERFORMANCE-BASED ASSESSMENT** SE pp 121-123	**PERFORMANCE-BASED ASSESSMENT** SE pp 124-125
PERFORMANCE TASK **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **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 is the allure of fear?* **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 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. **QuickWrite** 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 fear. **Evidence Log** Students add notes and evidence that will be used to	**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 explanatory essay on the ways transformation plays a role in the stories meant to scare us. **Explanatory Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2.a-f; w.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Informal Talk** Students will use their essay as the foundation for a three- to five-minute informal talk. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.1; SL.9-10.1.a;SL.9-10.4.a

		inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1; SL.9-10.1.a; PI.5; PI.6		
***my*Perspectives ELL Support**				
		Personalize for Learning English Language Support: Skim, predict, and use a KWL Chart (TE p 118) Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 119) Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

GRADE 10 | UNIT 2: **Outsiders and Outcasts**
ESSENTIAL QUESTION: ***Do People Need to Belong?***
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 many people who feel they don't conform to what is considered "normal."

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 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 phrases and clauses 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

- Isn't Everyone a Little Bit Weird? (950L)

Whole-Class Learning

- Anchor Text, Short Story: *The Metamorphosis,* translated by Ian Johnston (1310L)
- Media, Video: *Franz Kafka and Metamorphosis,* BBC

Small-Group Learning

- Short Story**:** *The Doll's House,* Katherine Namsfield (740L)
- Poetry Collection: *Sonnet, With Bird,* Sherman Alexie (NP)
- Poetry Collection: *Elliptical,* Harryette Mullen (NP)
- Poetry Collection: *Fences,* Pat Mora (NP)
- Argument: *Revenge of the Geeks,* Alexandra Robins (1050L)
- Lecture: *Encountering the Other: The Challenge for the 21st Century,* Ryszard Kapuscinski

Independent Learning

- Myth: *The Orphan Boy and the Elk Dog,* Blackfoot, retold by Richard Erdoes and Alfonso Ortiz (950L)
- Memoir: *By Any Other Name from Gifts of Passage*, Santha Rama Rau (1100L)
- Newspaper Article: *Outsider's Art is Saluted at Columbia, Then Lost Anew,* Vivian Lee (1120L)
- Media, Radio Broadcast: *Fleeing to Dismal Swamps, Slaves and Outcasts Found Freedom,* Sandy Hausman

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic:

Is the experience of being an outsider universal?

Part 2 – Speaking & Listening: Oral Presentation

After writing the argument, students will use it as the foundation for a three- to five-minute oral presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how many people feel they don't conform to society's norms.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 126-133	**OVERVIEW** Whole-Class Learning SE pp 134-135	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE pp 136-150	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE pp 151-165	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE pp 166-179
Unit Goals Students will deepen their perspective of outsiders and outcasts by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** contradict; negate; objection; verify; advocate Home Connection Letter Spanish Home Connection Letter Unit 2 Answer Key **Launch Text** Students will read "*Isn't Everyone a Little Bit Weird?*". They will then be asked to identify the way the writer builds a case, what the writer's position is and how it is supported. **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** *Do people need to belong?* **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** distress, amelioration, aversion, asphyxiation, listlessly, travail **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 Metamorphosis: Accessible Leveled Text **STANDARDS** RL.9-10.10; PI.6.C, PI.8	**MAKING MEANING** **Read the Selection** Selection Audio The Metamorphosis: Accessible Leveled Text **STANDARDS** RL.9-10.10; PI.6C; PI.8	**MAKING MEANING** **Read the Selection** Selection Audio The Metamorphosis: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Metamorphosis: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RL.9-10.10

Launch Activity 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				
***my*Perspectives ELL Support**				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 128)		Audio Summary The Metamorphosis: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 139) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 143) Personalize for Learning	Personalize for Learning English Language Support: Syntax (TE p 157) Personalize for Learning English Language Support: Idioms (TE p 160) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 165)	

		English Language Support: Idioms (TE p 144)		
***ELD Companion* Support**				
Unit 2, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Introduce Compound Words **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 2, Lesson 1** **Whole Group** Introduce Writing an Argumentative Essay **Work Time Instruction** Reteach: Compound Words Argumentative Essay: Identify a Topic **Work Time Assignments** Word Study: Compound Words Interactive Reader Argumentative Essay: Plan **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 2, Lesson 2** **Vocabulary** Selection: *rank, lolling* Academic: *dominance, fracture, significant, survival* **Read Aloud, Think Aloud**" "The Wendigo" **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 2, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Analogies **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 2, Lesson 3** **Whole Group** Support a Claim with Logical Reasoning **Work Time Instruction** Reteach: Analogies Argumentative Essay: Identify Logical Reasoning **Work Time Assignments** Word Study: Analogies Argumentative Essay: Plan **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 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Metamorphosis Franz Kafka SE p 180	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE p 181	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE p 182	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE p 183	**SELECTION** Anchor Text The Metamorphosis Franz Kafka SE p 184
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: Modernism** Students will examine examples of Absurdist literature. Analyze Craft and Structure: Modernism Analyze Craft and Structure: Modernism (RP) **STANDARDS** RL.9-10.5; PI.6	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: distress, amelioration, aversion, asphyxiation, listlessly, travail **Word Study: Denotation and Connotation** Students complete activities related to synonyms and literal meanings of words. Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** RL.9-10.4; L.9-10.5; L.9-10.5.b	**MAKING MEANING** **Conventions: Types of Phrases** Students complete activities explaining the function of verb phrases. Conventions: Types of Phrases Conventions: Types of Phrases (RP) **STANDARDS** L.9-10.1; L.9-10.1.b	**EFFECTIVE EXPRESSION** **Writing to Sources: Movie Pitch** Students write a pitch to have "The Metamorphosis" made into a movie. Writing to Sources: Movie Pitch Writing to Sources: Movie Pitch (RP) **STANDARDS** W.9-10.1; W.9-10.4; PI.7; PI.10.A; PII.1
***my*Perspectives ELL Support**				
	Analyze Craft and Structure: Modernism (RP) (TE p 181)	Word Study: Denotation and Connotation (RP) (TE p 182)	Conventions: Types of Phrases (RP) (TE p 183)	Writing to Sources: Movie Pitch (RP) (TE p 184)

	Personalize for Learning English Language Support: Sentence Starters (TE p 181)			Personalize for Learning English Language Support: Evaluating an Argument (TE p 184) English Language Support Lesson: Argument (On Realize)
***ELD Companion* Support**				
Unit 2, Lesson 4 **Vocabulary** Selection: *incapable, unintentional* Academic: *military, onward, region, success* **Read Aloud, Think Aloud** "Kathrine Switzer: Breaking Barriers" **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 2, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Compound Words Word Study: Analogies **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 2, Lesson 5** **Whole Group** Synthesize Ideas **Work Time Instruction** Word Study Reader: Computers Argumentative Essay: Synthesize Ideas **Work Time Assignments** Word Study: Computers Argumentative Essay: Plan **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 2, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce Inflected Endings **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 2, Lesson 6** **Whole Group** Organize Reasons and Evidence **Work Time Instruction** Reteach: Inflected Endings Argumentative Essay: Find Evidence to Support Claims **Work Time Assignments** Word Study: Inflected Endings Interactive Reader Argumentative Essay: Plan **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 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Metamorphosis Franz Kafka SE p 185	**SELECTION** Franz Kafka and Metamorphosis BBC SE pp 186-188	**SELECTION** Franz Kafka and Metamorphosis BBC SE p 189	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 190-192	**PERFORMANCE TASK: WRITING FOCUS** Write An Argument SE pp 193-195
EFFECTIVE EXPRESSION **Speaking and Listening: Debate** Students debate putting "The Metamorphosis" on the required reading list. 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** Selection Test: The Metamorphosis **STANDARDS** SL.9-10.1; SL.9-10.3; SL.9-10.6	**EFFECTIVE EXPRESSION** **Media Vocabulary** stock footage; silhouette; commentators; background music; editing Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they listen to the broadcast First Review Guide: Media-Video **Listen to the Selection** Selection Audio **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Close Review** Students will watch the video again and write down new observations. Close-Review Guide: Media-Media	**EFFECTIVE EXPRESSION** **Writing to Sources: Visual Analysis** Students will write a visual analysis from the video. Writing to Sources: Visual Analysis **Speaking and Listening: Discussion** Students conduct a discussion about metamorphosis. Speaking and Listening: Oral Presentation **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** W.9-10.2; SL.9-10.4	**PERFORMANCE TASK** **Write an Argument** Students write an argument asking if outsiders are simply those who are misjudged or misunderstood? **PreWriting/Planning** Students narrow the topic, use varied types of evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.1.a-e; W.9-10.10	**PERFORMANCE TASK** **LANGUAGE DEVELOPMENT:** **Create Cohesion: Transitions** Students choose transitions that help readers follow the flow of 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; W.9-10.1.d; W.9-10.1.e; W.9-10.5; L.9-10.3.a

	Analyze the Media Students will respond to questions about the broadcast. **STANDARDS** RI.9-10.1; RI.9-10.10; L.9-10.6; PI.5; PI.6			
***my*Perspectives ELL Support**				
Speaking and Listening: Debate (RP) (TE p 185)	Audio Summary Personalize for Learning English Language Support: Video Review (TE p 188)			
***ELD Companion* Support**				
Unit 2, Lesson 7 **Vocabulary** Selection: *isolation, vertigo* Academic: *directions, programmed, task, technology* **Read Aloud, Think Aloud**" "Almost Astronauts" **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 2, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce Suffixes *–ion, -ation, -tion, -sion* **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 2, Lesson 8** **Whole Group** Introduce: Write an Effective Conclusion **Work Time Instruction** Reteach: Suffixes *-ion, -ation, -tion, -sion* Argumentative Essay: Draft **Work Time Assignment** Word Study: Suffixes *-ion, -ation, -tion, -sion* Argumentative Essay: Write **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 2, Lesson 9** **Vocabulary** Selection: *exceptional, affirm* Academic: *classification, function, specific, unit* **Read Aloud, Think Aloud** "Almost Astronauts, Part 2" and "Sally Ride: Remembering a National Hero" **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 2, 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.9-10.4; 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 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 196-199	**SELECTION** The Doll's House Katherine Mansfield SE pp 200-207	**SELECTION** The Doll's House Katherine Mansfield SE pp 208-209	**SELECTION** The Doll's House Katherine Mansfield SE pp 210-211	**SELECTION** Sonnet, With Bird Sherman Alexie Elliptical Harryette Mullen Fences Pat Mora SE pp 212-210
Essential Question *Do people need to belong?* **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**	**MAKING MEANING** **Concept Vocabulary** shunned; sneered; spitefully **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 Doll's House: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Doll's House: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **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: shunned; sneered; spitefully **Word Study: Words With Multiple Suffixes** Concept Vocabulary and Word Study Word Study: Words With Multiple Suffixes (RP)	**EFFECTIVE EXPRESSION** **Author's Style: Diction and Syntax** Students complete activities identifying formal and informal diction. Author's Style: Diction and Syntax Author's Style: Diction and Syntax (RP) **Writing to Sources: Response to Literature** Students write a response to the text. Writing to Sources: Response to Literature Writing to Sources: Response to Literature (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Doll's House	**MAKING MEANING** **Concept Vocabulary** perspective; entitled; interactions **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Sonnet With Bird/ Elliptical/Fences: Accessible Text **Comprehension Check** Students complete comprehension questions. Sonnet With Bird/ Elliptical/Fences: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**

Students choose specific roles for each member.	RL.9-10.10; L.9-10.4.a; L.9-10.4.d; PI.6C; PI.8	**Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Symbol and Theme** Students will locate symbols and symbolic meaning. Analyze Craft and Structure: Symbol and Theme Analyze Craft and Structure: Symbol and Theme (RP) **STANDARDS** RL.9-10.2; L.9-10.4.b; PI.6A	**STANDARDS** RL.9-10.4; W.9-10.1	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; L.9-10-4.b; PIII
***my*Perspectives ELL Support**				
	Audio Summary The Doll's House: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 203) Personalize for Learning English Language Support: Figurative Language (TE p 206)	Word Study: Word Study: Words With Multiple Suffixes (RP) (TE p 208) Analyze Craft and Structure: Symbol and Theme (RP) (TE p 209) Personalize for Learning English Language Support: Finding and Theme (TE p 209) English Language Support Lesson: T heme (On Realize)	Author's Style: Diction and Syntax (RP) (TE p 210) Speaking and Listening: Response to Literature (RP) (TE p 211)	Selection Audio I am Offering This Poem The Writer/Hugging the Jukebox: Accessible Text Personalize for Learning English Language Support: Cognates (TE p 214)
***ELD Companion* Support**				
Unit 2, Lesson 10 **Work Time Instruction**	**Unit 2, Lesson 11** **Time to Read** Read Independently	**Unit 2, Lesson 11** **Work Time Instruction** Reteach: Prefixes *re-, un-*	**Unit 2, Lesson 12** **Vocabulary**	**Unit 2, Lesson 13** **Time to Read** Read Independently

Word Study Reader: All About Advertising Argumentative Essay: Draft, Write an Effective Conclusion **Work Time Assignments** Word Study: Inflected Endings and Suffixes *-ion, -ation, -tion, -sion* **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	**Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Prefixes *re-, un-* **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	Argumentative Essay: Revise and Edit **Work Time Assignments** Word Study: Prefixes *re-, un-* Interactive Reader **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	Selection: *monsoon, agriculture* Academic: *feature, migrate, scale, structure* **Read Aloud, Think Aloud**" "Challenges in Bangladesh" **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; PI.9-10.2	**Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Related Words **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 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Sonnet, With Bird Sherman Alexie Elliptical Harryette Mullen Fences Pat Mora SE pp 220-223	**SELECTION** Revenge of the Geeks Alexandra Robbins SE pp 224-228	**SELECTION** Revenge of the Geeks Alexandra Robbins SE pp 228-231	**SELECTION** Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski SE pp 232-242	**SELECTION** Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski SE pp 242-245
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: perspective; entitled; interactions **Word Study: Latin Prefix: *en-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *en-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Author's Choices: Poetic Form** Students analyze prose poetry. Analyze Craft and Structure: Poetic Forms Analyze Craft and Structure: Poetic Forms (RP)	**MAKING MEANING** **Concept Vocabulary** marginalize; parish; bigotry **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Revenge of the Geeks: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Revenge of the Geeks: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** marginalize; parish; bigotry **Word Study: Denotation and Connotation** Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Reasoning and Evidence** Students will analyze evidence and claims from the text. Analyze Craft and Structure: Reasoning and Evidence Analyze Craft and Structure: Reasoning and Evidence (RP) **Author's Style:**	**MAKING MEANING** **Concept Vocabulary** doctrine; totalitarian; ideologies **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Encountering the Other: The Challenge for the 21st Century: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: doctrine; totalitarian; ideologies **Word Study** **Greek Root: *-log-*** Concept Vocabulary and Word Study Word Study: Greek Root: *-log-* (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 the structure of the text and how claims are developed. Analyze Craft and Structure: Literary Nonfiction Analyze Craft and Structure: Literary Nonfiction

Author's Style: Poetic Form Students complete activities identifying phrases. Author's Style: Poetic Form Author's Style: Poetic Form (RP) **Speaking and Listening: Poetry Reading** Students rewrite one of the poems and deliver a poetry reading. Speaking and Listening: Poetry Reading Speaking and Listening: Poetry Reading (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection **STANDARDS** RL.9-10.5; RL.9-10.9; SL.9-10.4; L.9-10.4.b; L.9-10.4.c; 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. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4.a; L.9-10.4.d	**Parallel Structure** Students find examples of parallel sentence elements. Author's Style: Parallel Structure Author's Style: Parallel Structure (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Multimedia Presentation** Students create a multimedia presentation. Speaking and Listening: Multimedia Presentation Speaking and Listening: Multimedia Presentation (RP) Selection Test: Revenge of the Geeks **STANDARDS** RI.9-10.8; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; L.9-10.1.a; L.9-10.3; L.9-10.4; L.9-10.5; L.9-10.5.b; PI.9	Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic. **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; L.9-10.4.b; PI.7; PIII	(RP) **Conventions: Types of Phrases** Students analyze types of phrases from the reading. Conventions: Types of Phrases Conventions: Types of Phrases (RP) **EFFECTIVE EXPRESSION** **Research: Multimedia Presentation** Students research, write, and deliver a presentation about one of the cultures in the lecture. 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: Encountering the Other: The Challenge for the 21st Century **STANDARDS** RI.9-10.2; RI.9-10.5; L.9-10.4.b; W.9-10.6; W.9-10.8; L.9-10.1.b; PII.3

***my*Perspectives ELL Support**				
Word Study: Latin Prefix: *en-* (RP) (TE p 220) Analyze Craft and Structure: Poetic Form (RP) (TE p 221) Author's Style: Poetic Form (RP) (TE p 222) Speaking and Listening: Poetry Reading (RP) (TE p 223) Personalize for Learning English Language Support: Finding the Meter (TE p 221) English Language Support Lesson: Meter (On Realize)	Audio Summary Revenge of the Geeks: Accessible Leveled Text	Word Study: Denotation and Connotation (RP) (TE p 228) Analyze Craft and Structure: Reasoning and Evidence (RP) (TE p 229) Author's Style: Parallel Structure (RP) (TE p 230) Speaking and Listening: Multimedia Presentation (RP) (TE p 231) Personalize for Learning English Language Support: Planning a Multimedia Presentation (TE p 231) English Language Support Lesson: Multimedia Presentation (On Realize)	Audio Summary Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 233) Personalize for Learning English Language Support: Evaluating Language Choices (TE p 236) Personalize for Learning English Language Support: False Cognates (TE p 239)	Word Study Greek Root: *log-* (RP) (TE p 242) Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 243) Conventions: Types of Phrases (RP) (TE p 244) Research: Multimedia Presentation (RP) (TE p 245) Personalize for Learning English Language Support: Using Infinitives (TE p 245) English Language Support Lesson: Infinitives (On Realize)
***ELD Companion* Support**				
Unit 2, Lesson 13 **Work Time Instruction** Reteach: Related Words Argumentative Essay: Present **Work Time Assignments** Word Study: Related Words Argumentative Essay: Present **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 2, Lesson 14** **Vocabulary** Selection: *exhortation, resigned* Academic: *embed, identify, natural, period* **Read Aloud, Think Aloud** "Dutiful" **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;	**Unit 2, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Prefixes *re-, un-* Word Study: Related Words **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 2, Lesson 15** **Work Time Instruction** Word Study Reader: Amazing Architecture **Work Time Assignments** Word Study: Related Words and words with prefixes *re-* and *un-* **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	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

	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 Deliver a Multimedia Presentation SE pp 246-247	**INTRODUCE INDEPENDENT LEARNING** SE pp 248-249	**INDEPENDENT LEARNING** SE pp 250-252	**PERFORMANCE-BASED ASSESSMENT** SE pp 253-255	**PERFORMANCE-BASED ASSESSMENT** SE pp 256-257
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, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.1.b; SL.9-10.5	**Essential Question** *Do people need to belong?* **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. **QuickWrite** 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 the outsider.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for 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 answer the question of whether the experience of being an outsider is universal? **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		
***my*Perspectives ELL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

GRADE 10 | UNIT 3: **Extending Freedom's Reach**
ESSENTIAL QUESTION: ***What is the relationship between power and freedom?***
PERFORMANCE BASED ASSESSMENT: **Informative**
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 what are the basic rights and freedoms that belong to everyone, everywhere.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations and other evidence into written texts 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

- Born Free: Children and the Struggle for Human Rights (1100L)

Whole-Class Learning

- Anchor Text, Speech: *"from The "Four Freedoms" Speech",* Franklin D. Roosevelt (1300L)
- Anchor Text, Speech: *Inaugural Address,* John F. Kennedy (1410L)
- Media, Video: *Inaugural Address,* John F. Kennedy

Small-Group Learning

- Speech: *Speech at the United Nations,* Malala Yousafzai (870L)
- Media, Interview: *Diane Sawyer Interviews Malala Yousafzai,* ABC News
- Poetry Collection: *Caged Bird,* Maya Angelou (NP)
- Poetry Collection: *Some Advice To Those Who Will Serve Time in Prison,* Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk (NP)
- Short Story: *The Sensors,* Luisa Valenzuela, translated by David Unger (1170L)
- Media, Informational Graphic: *from Freedom of the Press Report 2015*, Freedom House

Independent Learning

- Media: Informational Text: *Law and the Rule of Law: The Role of Federal Courts,* Judicial Learning Center
- Essay: *Misrule of Law,* Aung San Suu Kyi (1200L)
- Short Story: *Harrison Bergeron,* Kurt Vonnegut, Jr. (810L)
- Personal Essay: *Credo: What I believe,* Neil Gaiman (1070L)

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:

What does it mean to "be free"?

Part 2 – Speaking & Listening: Multimedia Presentation

After writing their essay, students use it as a foundation for a five- to ten-minute multimedia presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what factors determine who is free and who remains oppressed.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 258-265	**OVERVIEW** Whole-Class Learning SE pp 266-267	**SELECTION** Anchor Text from The "Four Freedoms" Speech Franklin Delano Roosevelt SE pp 268-277	**SELECTION** Anchor Text from The "Four Freedoms" Speech Franklin Delano Roosevelt . SE p 277	**SELECTION** Anchor Text from The "Four Freedoms" Speech Franklin Delano Roosevelt SE pp 278-279
Unit Goals Students will deepen their perspective on the literature of freedom by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** attribute; hierarchy; demarcate; fundamental; democracy Home Connection Letter Spanish Home Connection Letter Unit 3 Answer Key **Launch Text** Students will read "Born Free: Children and the Struggle for Human Rights" and participate in discussions about extending freedom's reach. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary**	**Essential Question** *What is the relationship between power and freedom?* **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** pacification; tyranny; propaganda; disarmament; appeasement; treachery **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 "Four Freedoms" Speech: Accessible Leveled Text **STANDARDS** RI.9-10.10; PI.6; PI.6C; PI.8	**MAKING MEANING** **Read the Selection** **Comprehension Check** Students complete comprehension questions. from The "Four Freedoms" Speech: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose item from speech that interests them and formulate research question. **STANDARDS** RI.9-10.10; PI.11	**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 Seminal Documents** Students will discuss how Roosevelt used appeals to logic in his speech. Analyze Craft and Structure: Seminal Documents Analyze Craft and Structure: Seminal Documents (RP) **STANDARDS** RI.9-10.2; RI.9-10.6; RI.9-10.8; RI.9-10.9; SL.9-10.3; PI.9; PI.10

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: 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 ELL Support**				
Personalize for Learning English Language Support: Cognates (TE p 260)		Audio Summary from The "Four Freedoms" Speech: Accessible Leveled Text Personalize for Learning English Language Support: Domain-specific Vocabulary (TE p 271) Personalize for Learning English Language Support: Idioms	Personalize for Learning English Language Support: Justifying Opinions (TE p 277)	Analyze Craft and Structure: Seminal Documents (RP) (TE p 279) Personalize for Learning English Language Support: Seminal Documents (TE p 279)

		(TE p 274)		
***ELD Companion* Support**				
Unit 3, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Articles with Proper Nouns Word Study: Introduce 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; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 1** **Work Time Instruction** Reteach: Multiple Meaning Words **Work Time Assignments** Word Study: Multiple Meaning Words Interactive Reader **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 2** **Vocabulary** Selection: *suffrage, convention* Academic: *compete, prefer, simple* **Read Aloud, Think Aloud"** "Changing Times: Women in the Early Twentieth Century." **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** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Proper Nouns Word Study: Introduce Greek and Latin Roots and 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; PII.9-10.4; PIII.9-10	**Unit 3, Lesson 3** **Work Time Instruction** Reteach: Greek and Latin Roots and Affixes **Work Time Assignments** Word Study: Greek and Latin Roots and 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; PII.9-10.4; PIII.9-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text from The "Four Freedoms" Speech Franklin Delano Roosevelt SE pp 280-281	**SELECTION** Anchor Text Inaugural Address John F. Kennedy SE pp 282-287	**SELECTION** Anchor Text Inaugural Address John F. Kennedy . SE pp 288-289	**SELECTION** Anchor Text Inaugural Address John F. Kennedy SE pp 290-291	**SELECTION** Anchor Text Inaugural Address John F. Kennedy SE pp 292-293
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: pacification; tyranny; propaganda; disarmament; appeasement; treachery **Word Study: Latin Root: *-pac-*** Students complete activities with the root *–pac-* Concept Vocabulary and Word Study Word Study: Latin Root: *-pac-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Types of Phrases** Students complete activities locating elements of parallel structure. Conventions: Types of Phrases	**MAKING MEANING** **Concept Vocabulary** revolution; asunder; invective; belaboring; invoke; beachhead **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Inaugural Address: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Inaugural Address: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RI.9-10.10; PI.6C, 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 and Structure: Seminal Documents** Students will analyze Kennedy's speech and his use of charged language. Analyze Craft and Structure: Seminal Documents Analyze Craft and Structure: Seminal Documents (RP) **STANDARDS** RI.9-10.1; RI.9-10.2; RI.9-10.6; RI.9-10.9; PI.8; PI.11	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: revolution; asunder; invective; belaboring; invoke; beachhead **Word Study: Latin Root *-vol-*** Students complete activities related to the Latin Root *-vol-* Concept Vocabulary and Word Study Word Study Latin Root *-vol-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Use of Language** Students identify rhetorical devices in the passage. Author's Style: Use of Language	**EFFECTIVE EXPRESSION** **Writing to Compare Comparison-and-Contrast Essay** Students write an essay comparing the speeches of President Roosevelt and President Kennedy. 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: Inaugural Address (*with* The Four Freedoms Speech) **STANDARDS** RI.9-10.9; W.9-10.2; W.9-10.9.b

Conventions: Types of Phrases (RP) **SELECTION TEST** Selection Test: The "Four Freedoms Speech" **STANDARDS** L.9-10.1; L.9-10.1.b; L.9-10.4.b; L.9-10.4.d			Author's Style: Use of Language (RP) **STANDARDS** RI.9-10.6; L.9-10.1.a; L.9-10.4.b; L.9-10.4.c; PI.6C	
***my*Perspectives ELL Support**				
Word Study: Latin Root: *-pac-* (RP) (TE p 280) Conventions: Types of Phrases (RP) (TE p 281)	Audio Summary Inaugural Address: Accessible Leveled Text Personalize for Learning English Language Support: Figurative Language (TE p 284)	Analyze Craft and Structure: Seminal Documents (RP) (TE p 289) Personalize for Learning English Language Support: Repetition (TE p 289) English Language Support Lesson: Repetition (On Realize)	Word Study Latin Root *-vol-* (RP) (TE p 290) Author's Style: Use of Language (RP) (TE p 291) Personalize for Learning English Language Support: Academic Vocabulary (TE p 291)	
***ELD Companion* Support**				
Unit 3, Lesson 4 **Vocabulary** Selection: *opportunities, pioneers* Academic: *resist, critical, submit, consequences* **Read Aloud, Think Aloud** "Changing Times: Women in the Early Twentieth Century." **Classroom Conversation** Collaborative Conversation	**Unit 3, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Multiple-Meaning Words Word Study: Greek and Latin Roots and 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	**Unit 3, Lesson 5** **Work Time Instruction** Word Study Reader: Careers in Language **Work Time Assignments** Word Study: Multiple-Meaning Words and Greek and Latin Roots and 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	**Unit 3, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Forms of "to be" 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; PIII.9-10	**Unit 3, Lesson 6** **Work Time Instruction** Reteach: Homographs **Work Time Assignments** Word Study: Homographs Interactive Reader **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; PIII.9-10

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				

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Media: Video Inaugural Address John F. Kennedy SE pp 294-295	**SELECTION** Media: Video Inaugural Address John F. Kennedy SE p 296	**SELECTION** Media: Video Inaugural Address John F. 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** tone; inflection; gesture; enunciation Media Vocabulary **First Review Media: Video** Students Watch, Note, Connect, Respond as they listen to the speech. First Review Guide: Media Video **Listen to the Selection** Selection Audio Inaugural Address **STANDARDS** RI.9-10.10; L.9-10.6	**EFFECTIVE EXPRESSION** **Comprehension Check** Students complete comprehension questions. **Research to Explore** Students an element of the speech and formulate research question. **Close Review** Students will listen to the speech again and write down new observations. Close-Review Guide: Media-Video **Analyze the Media** Students will respond to questions about the speech.	**EFFECTIVE EXPRESSION** **Writing to Sources: News Report** Students write a news report about John F. Kennedy's inauguration. Writing to Sources: News 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** SL.9-10.3; SL.9-10.6; PI.10B	**PERFORMANCE TASK** **Write an Informative Essay** Students conduct research to answer the question: What can one person do to defend the human rights of all people? **PreWriting/Planning** Students develop a working thesis, gather evidence and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.7; W.9-10.10	**LANGUAGE DEVELOPMENT: STYLE** **Create Cohesion: Integrate Information in Different Ways** Students choose from direct quotations, paraphrases, and summaries to support your thesis. **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 essay 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.6
***my*Perspectives ELL Support**				
Audio Summary		Personalize for Learning English Language Support: Writing a Summary		Personalize for Learning English Language Support: Syntax

		(TE p 297)		(TE p 301)
***ELD Companion* Support**				
Unit 3, Lesson 7 **Vocabulary** Selection: *child labor, sweatshops* Academic: *information, reliability, superiors* **Read Aloud, Think Aloud**" "Danger! Children at Work." **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.9-10.10; 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: Introduce Homonyms **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; PIII.9-10	**Unit 3, Lesson 8** **Work Time Instruction** Reteach: Homonyms **Work Time Assignments** Word Study: Homonyms **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; PIII.9-10	**Unit 3, Lesson 9** **Vocabulary** Selection: *reformer, minimum* Academic: *expert, voluntarily, accumulated* **Read Aloud, Think Aloud** "Danger! Children at Work." **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 10** **Time to Read** Read Independently **Vocabulary** Word Study: Homographs Word Study: Homonyms **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** Speech at the United Nations Malala Yousafzai SE pp 308-314	**SELECTION** Speech at the United Nations Malala Yousafzai SE pp 315-317	**SELECTION** Diane Sawyer Interviews Malala Yousafzai ABC News SE pp 318-323	**SELECTION** Caged Bird Mayo Angelou Some Advice to Those Who Will Serve Time in Prison Nazim Hikmet SE pp 324-332
Essential Question *What is the relationship between power and freedom?* **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**	**MAKING MEANING** **Concept Vocabulary** beneficent; envoy; initiative **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Speech at the United Nations: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Speech at the United Nations: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: beneficent; envoy; initiative **Word Study** **Latin Prefix: *bene-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *bene-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Purpose: Rhetorical Devices** Students will identify types of evidence in Yousafzai's speech. Analyze Craft and Structure: Rhetorical Devices Analyze Craft and Structure: Rhetorical Devices (RP)	**MAKING MEANING** **Media Vocabulary** lead-in; close-up Shot; slant Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they study the images. First Review Guide: Media Video **View the Selection** Selection Audio Diane Sawyer Interviews Malala Yousafzai **Comprehension Check** Students complete comprehension questions. **Close Review** Students will watch the interview again and write down new observations. Close-Review Guide: Media Video **Analyze the Media** Students will respond to questions about the interview.	**MAKING MEANING** **Concept Vocabulary** current; trill; flurry **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Caged Bird/Some Advice: 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. **Research to Explore**

Students choose specific roles for each member.	**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** RI.9-10.10; L.9-10.4.b; PI.7; PI.8	**Conventions: Types of Clauses** Conventions: Types of Clauses Conventions: Types of Clauses (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Speech at the United Nations **STANDARDS** L.9-10.1.b; L.9-10.4.b	Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: lead-in; close-up Shot; slant Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Explanatory Essay** Students write an essay discussing how Yousafzai has been able to attract supporters from all over the world. Writing to Sources: Explanatory Essay **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; RI.9-10.10; W.9-10.2; W.9-10.9.b; L.9-10.6; PI.11	Students locate another poet and research his or her life in greater detail. **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.9-10.1; RL.9-10.10; L.9-10.4; L.9-10.4.a; PI.6C; PI.8
***my*Perspectives ELL Support**				
	Audio Summary Speech at the United Nations: Accessible Leveled Text	Word Study: Latin Prefix: *bene-* (RP) (TE p 315)	Audio Summary Personalize for Learning English Language Support: Comparison	Audio Summary Caged Bird/Some Advice: Accessible Leveled Text

	Personalize for Learning English Language Support: Repetition (TE p 313) English Language Support Lesson: Anecdote (On Realize)	Analyze Craft and Structure: Rhetorical Devices (RP) (TE p 316) Conventions: Types of Clauses (RP) (TE p 317)	(TE p 322)	Personalize for Learning English Language Support: Figurative Language (TE p 327) English Language Support Lesson: Imagery (On Realize)
***ELD Companion* Support**				
Unit 3, Lesson 10 **Work Time Instruction** Word Study Reader: Purchasing Power **Work Time Assignments** Word Study: Homonyms and Homographs **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: Past Tense Verbs Word Study: Introduce Syllable Pattern CV/VC **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; PIII.9-10	**Unit 3, Lesson 11** **Work Time Instruction** Reteach: Syllable Pattern CV/VC **Work Time Assignments** Word Study: Syllable Pattern CV/VC Interactive Reader **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; PIII.9-10	**Unit 3, Lesson 12** **Vocabulary** Selection: *prominence, alienation* Academic: *current, widespread, emerged* **Read Aloud, Think Aloud**" "Marching to Their Own Beat and The Freedom Writer's Diary." **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 3, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Past Tense Verbs Word Study: Introduce Syllable Pattern CV/VC **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; PIII.9-10

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Caged Bird Mayo Angelou Some Advice to Those Who Will Serve Time in Prison Nazim Hikmet SE pp 332-335	**SELECTION** The Censors Luisa Valenzuela SE pp 336-340	**SELECTION** The Censors Luisa Valenzuela SE pp 340-343	**SELECTION** from Freedom of the Press Report 2015 SE pp 344-347	**SELECTION** from Freedom of the Press Report 2015 SE pp 348-349
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: current; trill; flurry **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** **Figurative Language** Students will identify and analyze similes and metaphors. Analyze Craft and Structure: Figurative Language Analyze Craft and Structure: Figurative Language (RP)	**MAKING MEANING** **Concept Vocabulary** sabotage; intercept; subversive **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 Censors: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Censors: 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: sabotage; intercept; subversive **Word Study: Latin Prefix: *sub-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *sub-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure** **Author's Choices: Satire** Students will analyze author's tone in the reading. Analyze Craft and Structure: Author's Choices: Satire Analyze Craft and Structure: Author's Choices: Satire (RP)	**MAKING MEANING** **Media Vocabulary** infographic; bar graph; line graph; pie chart Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they study the images. First Review Guide: Media-Video **View the Selection** Selection Audio from Freedom of the Press Report 2015 **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Close Read the Text** Students will look at the infographic and annotate details. Close Read the Text	**LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: infographic; bar graph; line graph; pie chart Media Vocabulary **EFFECTIVE EXPRESSION** **Research** Students research the issue of freedom of the press in at least two countries. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.5a; W.9-10.6; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; L.9-10.6

Author's Style: Specific Details Students identify images in the poems. Author's Style: Specific Details Author's Style: Specific Details (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Poem** Students write an original poem based on one of the poems in the collection. Writing to Sources: Poem Writing to Sources: Poem (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection **STANDARDS** RL.9-10.4; RL.9-10.6; W.9-10.3; W.9-10.3.d; L.9-10.4; PI.2; PI.6C; PI.8	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; L.9-10.4.d; PI.7	**Author's Style: Word Choice** Students cite examples of hyperbole from the reading. Author's Style: Word Choice Author's Style: Word Choice (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Small-Group Discussion** Students debate a question from a list of topics. Speaking and Listening: Small-Group Discussion Speaking and Listening: Small-Group Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Censors **STANDARDS** RL.9-10.4; RL.9-10.6; SL.9-10.1; L.9-10.4.b; L.9-10.4.d; SL.9-10.5.a; PI.6C; PI.8	**Analyze the Media** Students will respond to questions about the images. Analyze the Media **STANDARDS** RI.9-10.10; SL.9-10.2; W.9-10.7	
***my*Perspectives ELL Support**				
Word Study: Multiple-Meaning Words (RP) (TE p 332)	Audio Summary The Censors: Accessible Leveled Text	Word Study Latin Prefix: *sub-* (RP) (TE p 340)	Audio Summary from Freedom of the Press Report 2015	

Analyze Craft and Structure: Figurative Language (RP) (TE p 333) Author's Style: Specific Details (RP) (TE p 334) Writing to Sources: Poem (RP) (TE p 335) Personalize for Learning English Language Support: Understanding Metaphors (TE p 333) Personalize for Learning English Language Support: Understanding Imagery (TE p 334)	Personalize for Learning English Language Support: Pronouns (TE p 338)	Analyze Craft and Structure: Author's Choices: Satire (RP) (TE p 341) Author's Style: Word Choice (RP) (TE p 342) Speaking and Listening: Small Group Discussion (RP) (TE p 343) Personalize for Learning English Language Support: Connotation (TE p 341) Personalize for Learning English Language Support: Hyperbole (TE p 342) English Language Support Lesson: Hyperbole (On Realize)		
***ELD Companion* Support**				
Unit 3, Lesson 13 **Work Time Instruction** Reteach: Syllable Patterns VC/CCV and VC/CV **Work Time Assignments** Word Study: Syllable Patterns VC/CCV and VC/CV **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; PIII.9-10	**Unit 3, Lesson 14** **Vocabulary** Selection: *chromosome, intellectual disability* Academic: *polar, strength, residence* **Read Aloud, Think Aloud** "I Have Down Syndrome: Know Me Before You Judge Me." **Classroom Conversation** Whole Class Discussion	**Unit 3, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Syllable Pattern CV/VC **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: Environmental Disasters **Work Time Assignments** Word Study: Syllable Pattern CV/VC and Syllable Patterns VC/CCV and VC/CV **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.9-10.1; PI.9-10.4

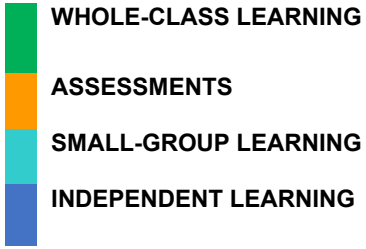
	Standards PI.9-10.1; PI.9-10.3; PI.9-10.4; PI.9-10.5; PI.9-10.6; PI.9-10.7; PI.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2			

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation SE pp 350-351	**INTRODUCE INDEPENDENT LEARNING** SE pp 352-353	**INDEPENDENT LEARNING** SE pp 354-356	**PERFORMANCE-BASED ASSESSMENT** SE pp 357-359	**PERFORMANCE-BASED ASSESSMENT** SE pp 360-361
PERFORMANCE TASK **Develop a Multimedia Presentation** As a group, students develop a multimedia presentation asking if limits on freedom are necessary. **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.1.a; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; SL.9-10.6	**Essential Question** *What is the relationship between power and freedom?* **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. **QuickWrite** 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 freedom.	**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 answering the question: What does it mean to “be free”? **Informative Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2; W.9-10.2.a-f; W.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Multimedia presentation** Students plan and present a five- to ten-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.9-10.1; SL.9-10.1.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 ELL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

GRADE 10 | UNIT 4: **All That Glitters**
ESSENTIAL QUESTION: ***What do our possessions reveal about us?***
PERFORMANCE BASED ASSESSMENT: **Informative Essay**
NOTES:

INSTRUCTIONAL MODEL



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 what drives our passion for things.

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 an informative essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- 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

- I Came, I Saw, I Shopped (990L)

Whole-Class Learning

- Anchor Text, Short Story: *The Necklace,* Guy de Maupassant, translated by Andrew MacAndrew (910L)
- Anchor Text, Short Story: *Civil Peace,* Chinua Achebe (820L)
- Media, Photo Essay: *Fit for a King: Treasures of Tutankhamun*

Small-Group Learning

- Journalism: *In La Rinconada, Peru, Searching for Beauty in Ugliness,* Marie Arana (1240L)
- Poetry Collection: *Avarice,* Yusef Komunyakaa (NP)
- Poetry Collection: *The Good Life,* Tracy K. Smith (NP)
- Poetry Collection: *Money,* Reginald Gibbons (1530L)
- Short Story: *The Golden Touch,* Nathaniel Hawthorne (1130L)
- Poetry: *from King Midas,* Howard Moss (NP)
- Magazine Article: *The Thrill of the Chase,* Margie Goldsmith (1130L)

Independent Learning

- Media, Informational Graphic: *The Gold Series: A History of Gold,* Visual Capitalist
- News Article: *Ads May Spur Unhappy Kids to Embrace Materialism,* Amy Norton (1250L)
- Short Story: *A Dose of What the Doctor Never Orders,* Ihara Saikaku, translated by G.W. Sargent (1300L)
- Magazine Article: *My Possessions, Myself,* Russell W. Belk (1250L)
- News Article: *Heirlooms' Value Shifts From Sentiment to Cash,* Rosa Salter Rodriguez (1110L)

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an essay on the following topic:

How do we decide what we want versus what we need? What can result from an imbalance between want and need?

Part 2 – Speaking & Listening: Oral Presentation

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

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what drives our passion for things.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 362-369	**OVERVIEW** Whole-Class Learning SE pp 370-371	**SELECTION** Anchor Text The Necklace Guy de Maupassant SE pp 372-381	**SELECTION** Anchor Text The Necklace Guy de Maupassant SE pp 382-383	**SELECTION** Anchor Text The Necklace Guy de Maupassant SE pp 384-385
Unit Goals Students will deepen their understanding of materialism by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** paradox; chronicle; allocate; deduce; primary Home Connection Letter Spanish Home Connection Letter Unit 4 Answer Key **Launch Text** Students will read "*I Came, I Saw, I Shopped.*" They will then be able to discuss materialism. **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 do our possessions reveal about us?* **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** refinement; suppleness; exquisite; gallantries; resplendent; homage **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 Necklace: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Necklace: First Read Extension Questions **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.	**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: Author's Choices: Literary Devices** Students complete activities analyzing situational irony. Analyze Craft and Structure: Literary Devices Analyze Craft and Structure: Literary Devices (RP) **STANDARDS** RL.9-10.5; PI.6	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: refinement; suppleness; exquisite; gallantries; resplendent; homage **Word Study: Latin Root: *- splend-*** Students complete activities related to the Latin Root: *-splend-* Concept Vocabulary and Word Study Word Study Latin Root: *-splend-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Punctuation** Students complete activities inserting semicolons. Conventions: Punctuation Conventions: Punctuation (RP) **STANDARDS** L.9-10.2; L.9.10-2.a; L.9-10.4.b; L.9-10.4.c; PII.6

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; PI.111		**STANDARDS** RL.9-10.10; PI.6; PI.6C; PI.7		
***my*Perspectives ELL Support**				
Personalize for Learning English Language Support: Cognates (TE p 365)		Audio Summary The Necklace: Accessible Leveled Text Personalize for Learning English Language Support: Unfamiliar Vocabulary (TE p 375) Personalize for Learning English Language Support: Complex Syntax (TE p 378)	Analyze Craft and Structure: Literary Devices (RP) (TE p 383) Personalize for Learning English Language Support: Surprise Ending (TE p 383)	Word Study Latin Root: *-splend-* (RP) (TE p 384) Conventions: Punctuation (RP) (TE 385) Personalize for Learning English Language Support: Using Semicolons (TE p 385) English Language Support Lesson: Semicolons (On Realize)

***ELD Companion* Support**				
Unit 4, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Progressive Tense Verbs Word Study: Introduce Greek Word Parts **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 4, Lesson 1** **Work Time Instruction** Reteach: Greek Word Parts **Work Time Assignments** Word Study: Greek Word Parts Interactive Reader **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 4, Lesson 2** **Vocabulary** Selection: *specializes, interact* Academic: *seized, sense of urgency, predicament* **Read Aloud, Think Aloud**" "Telemedicine." **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 4, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Progressive Tense Verbs 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	**Unit 4, Lesson 3** **Work Time Instruction** Reteach: Synonyms **Work Time Assignments** Word Study: 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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Necklace Guy de Maupassant SE p 386	**SELECTION** Anchor Text The Necklace Guy de Maupassant SE p 387	**SELECTION** Anchor Text Civil Peace Chinua Achebe SE pp 388-396	**SELECTION** Anchor Text Civil Peace Chinua Achebe SE pp 397-399	**SELECTION** Anchor Text Civil Peace Chinua Achebe SE p 400
Writing to Sources: Diary Entry Students write a dual character study. Writing: Diary Entry Writing: Diary Entry (RP) **STANDARDS** W.9-10.3	**Speaking and Listening: Monologue** Students deliver a monologue in the character of Mathilde Loisel. Speaking and Listening: Monologue Speaking and Listening: Monologue (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Necklace **STANDARDS** SL.9-10.4.b; SL.9-10.6	**MAKING MEANING** **Concept Vocabulary** inestimable; blessings; amenable; influence; surrender; windfall **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Civil Peace: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Civil Peace: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something interesting from the text and	**MAKING MEANING** **Analyze Craft and Structure: Development of Theme** Students complete activities to analyze themes in the reading. Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: inestimable; blessings; amenable; influence; surrender; windfall **Word Study: Compound Noun** Students complete activities locating compound nouns. Concept Vocabulary and Word Study	**EFFECTIVE EXPRESSION** **Writing to Sources: Character Analysis** Students write a character analysis of Jonathan. Writing to Sources: Character Analysis Writing to Sources: Character Analysis (RP) **STANDARDS** W.9-10.2

		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** RL.9-10.1; RL.9-10.10; PI.6C	Word Study: Compound Nouns (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Character Development** Students mark examples of character development. Author's Style: Character Development Author's Style: Character Development (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.2; RL.9-10.3; RL.9-10.6; PII.4: PI.6C	
***my*Perspectives ELL Support**				
Writing: Diary Entry (RP) (TE p 386)	Speaking and Listening: Monologue(RP) (TE p 387)	Audio Summary Civil Peace: Accessible Leveled Text Personalize for Learning English Language Support: Dialect (TE p 393)	Analyze Craft and Structure: Development of Theme (RP) (TE p 397) Word Study: Compound Nouns (RP) (TE p 398) Author's Style: Character Development (RP) (TE p 399) Personalize for Learning	Writing to Sources: Character Analysis (RP) (TE p 400) Speaking and Listening: Oral Interpretation (RP) (TE p 401)

			English Language Support: Dialect (TE p 399)	
***ELD Companion* Support**				
Unit 4, Lesson 4 **Vocabulary** Selection: *depend, psychologists* Academic: *democracy, diplomat, refugee* **Read Aloud, Think Aloud** "Hooked on Cell Phones." **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; PII.9-10.8; PI.9-10.12; PII.9-10.1; PII.9-10.2	**Unit 4, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Greek Word Parts Word Study: 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	**Unit 4, Lesson 5** **Work Time Instruction** Word Study Reader: Ancient Greece **Work Time Assignments** Word Study: Greek Word Parts and 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	**Unit 4, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce prefix **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 6** **Work Time Instruction** Reteach: Prefixes **Work Time Assignments** Word Study: Prefixes Interactive Reader **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 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Civil Peace Chinua Achebe SE p 401	**SELECTION** Fit for a King: Treasures of Tutankhamun SE pp 402-406	**SELECTION** Fit for a King: Treasures of Tutankhamun SE pp 406-407	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 408-410	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 411-413
EFFECTIVE EXPRESSIONI **Speaking and Listening: Oral Interpretation** Students read an excerpt from "Civil Peace" aloud for the class. Speaking and Listening: Oral Interpretation Speaking and Listening: Oral Interpretation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Civil Peace **STANDARDS** SL.9-10.4; SL.9-10.4.b	**MAKING MEANING** **Technical Vocabulary** Egyptology; artifact; iconography; context Technical Vocabulary **First Read** Students Look, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media-Art and Photography **Read the Selection** Selection Audio Fit for a King: Treasures of Tutankhamun **Comprehension Check** Students complete comprehension questions. **STANDARDS** RI.9-10.10	**MAKING MEANING** **Technical Vocabulary** Students complete activities related to the Technical Vocabulary words: Egyptology; artifact; iconography; context **Close Review** Students will look at the photo essay again and write down new observations. Close-Review Guide: Media-Art and Photography **Analyze the Media** Students will respond to questions about the photo essay. **Word Network** Students add new words to their Word Network as they read texts in the unit. **Speaking and Listening: Photojournalism** Students create a work of photojournalism reporting on possessions that you find meaningful. Speaking and Listening: Photojournalism	**PERFORMANCE TASK** **Write an Informative Essay** Students write an essay answering what makes something valuable or a treasure. **PreWriting/Planning** Students write a working thesis, gather evidence from texts, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Create Cohesion: Conjunctive Adverbs** Students look for independent clauses that have related 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 essay and share in small groups. **Reflecting** Students reflect on their informative essays. **STANDARDS** W.9-10.2.c; W.9-10.2.e; W.9-10.5; L.9-10.2; L.9-10.2.a

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** W.9-10.6; SL.9-10.5; L.9-10.6		
***my*Perspectives ELL Support**				
Speaking and Listening: Oral Presentation (RP) (TE p 401	Audio Summary Fit for a King: Treasures of Tutankhamun			
***ELD Companion* Support**				
Unit 4, Lesson 7 **Vocabulary** Selection: *friction, gravitational force* Academic: *practical, navigate, approaching* **Read Aloud, Think Aloud**" "The Effects of Forces." **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; PII.9-10.3	**Unit 4, Lesson 8** **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	**Unit 4, Lesson 8** **Work Time Instruction** Reteach: Contractions **Work Time Assignments** Word Study: 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	**Unit 4, Lesson 9** **Vocabulary** Selection: *acceleration, momentum* Academic: *oppression, scarce, resistance, colleague* **Read Aloud, Think Aloud** "The Effect of Forces." **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 10** **Time to Read** Read Independently **Vocabulary** Word Study: Prefixes Word Study: 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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 414-417	**SELECTION** In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana SE pp 418-426	**SELECTION** In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana SE pp 426-427	**SELECTION** In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana SE pp 428-429	**SELECTION** Avarice Yusef Komunyakaa The Good Life Tracy K. Smith Money Reginald Gibbons SE pp 430-438
Essential Question *What do our possessions reveal about us?* **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**	**MAKING MEANING** **Concept Vocabulary** marauding; intemperate; despoiled **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. In La Rinconada, Peru, Searching for Beauty in Ugliness: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: marauding; intemperate; despoiled **Word Study** **Latin Root: *-temp-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-temp-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Literary Journalism** Students identify elements of literary journalism. Analyze Craft and Structure: Literary Journalism Analyze Craft and Structure: Literary Journalism (RP)	**LANGUAGE DEVELOPMENT** **Author's Style: Word Choice** Students find examples of imagery in the article Author's Style: Word Choice Author's Style: Word Choice (RP) **Research: Multimedia Presentation** Students create a presentation from a variety of topics. 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: In La Rinconada, Peru	**MAKING MEANING** **Concept Vocabulary** avarice; desperate; needy **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Avarice/The Good Life/Money: Accessible Text **Comprehension Check** Students complete comprehension questions. Avarice/The Good Life/Money: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**

Students choose specific roles for each member.	Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic 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** RI.9-10.10; L.9-10.4; L.9-10.4.b; PIII	**STANDARDS** RI.9-10.6; L.9-10.4.b	**STANDARDS** RI.9-10.4; RI.9-10.5; W.9-10.6; SL.9-10.4.a; SL.9-10.5; 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. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.a; L.9-10.4.d
***my*Perspectives ELL Support**				
	Audio Summary In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text Personalize for Learning English Language Support: Cognates (TE p 423)	Word Study: Latin Root: *-temp-* (RP) (TE p 426) Analyze Craft and Structure: Literary Journalism (RP) (TE p 427)	Author's Style: Word Choice (RP) (TE p 428) Research: Multimedia Presentation (RP) (TE p 429) Personalize for Learning English Language Support: Sensory Language (TE p 428) English Language Support Lesson: Imagery (On Realize)	

***ELD Companion* Support**				
Unit 4, Lesson 10 **Work Time Instruction** Word Study Reader: Designing for All **Work Time Assignments** Word Study: Designing for All **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: Time, Money, Distance, and Weight Word Study: Introduce Abbreviations **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 11** **Work Time Instruction** Reteach: Abbreviations **Work Time Assignments** Word Study: Abbreviations Interactive Reader **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 12** **Vocabulary** Selection: *cell, nucleus* Academic: *designed, reduced, frequently* **Read Aloud, Think Aloud**" "Classifying Plants and Animals." **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: Time, Money, Distance, and Weight Word Study: Introduce Antonyms **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 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Avarice Yusef Komunyakaa The Good Life Tracy K. Smith Money Reginald Gibbons SE pp 438-439	**SELECTION** Avarice Yusef Komunyakaa The Good Life Tracy K. Smith Money Reginald Gibbons SE pp 440-441	**SELECTION** The Golden Touch Nathaniel Hawthorne SE pp 442-459	**SELECTION** from King Midas Howard Moss SE pp 460-469	**SELECTION** The Thrill of the Chase Margie Goldsmith SE pp 470-479
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: avarice; desperate; needy **Word Study** **Denotation and Connotation** Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Speaker and Point of View** Students will identify points of view and tones the speaker uses. Analyze Craft and Structure: Author's Choices: Speaker and Point of View	**LANGUAGE DEVELOPMENT** **Author's Style: Poetic Language** Students find examples of alliteration and consonance in the poems. Author's Style: Poetic Language Author's Style: Poetic Language (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Short Story** Students a short story about a question left open by one of the poems. Writing to Sources: Short Story Writing to Sources: Short Story (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Concept Vocabulary** burnished; lustrous; gilded **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 Golden Touch: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Golden Touch: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Concept Vocabulary** mail; obdurate; are **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 King Midas: Accessible Text **Comprehension Check** Students complete comprehension questions. from King Midas: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Concept Vocabulary** artifacts; legacy; marvel **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 Thrill of the Chase: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. The Thrill of the Chase: First Read Extension Questions

Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP) **STANDARDS** RL.9-10.4; RL.9-10.5; L.9-10.5; L.9-10.5.b	Selection Test: Poetry Collection **STANDARDS** RL.9-10.4; W.9-10.3; PII.1	Students find out more about Hawthorne's book and other Greek myths it retells. **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: burnished; lustrous; gilded **Word Study: Latin Root: *-lus-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-lus-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Narrative Structure**	Students find out which popular books or movies are based on ancient stories. **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: mail; obdurate; are **Word Study: Latin Root: *-dur-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-dur-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Poetic Structure**	**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: artifacts; legacy; marvel **Word Study** **Latin Root: *-fac-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-fac-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Literary Nonfiction: Feature Story** Students analyze how ideas are introduced, developed, and refined in the article.

		Students analyze the plot of the story. Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **Conventions: Types of Clauses** Students practice identifying and using noun clauses. Conventions: Types of Clauses Conventions: Types of Clauses (RP) **STANDARDS** RL.9-10.5; RL.9-10.10; L.9-10.1; L.9-10.1.b; L.9-10.4; L.9-10.4.a; L.9-10.4.b; L.9-10.4.c; PII.4; PI. 6C; PI.8	Students identify rhyming sounds in each line of "The Queen's Speech." Analyze Craft and Structure: Author's Choices: Poetic Structure Analyze Craft and Structure: Author's Choices: Poetic Structure (RP) **Author's Style: Author's Choices: Poetic Structure** Students analyze meter in poems. Author's Style: Author's Choices: Poetic Structure Author's Style: Author's Choices: Poetic Structure (RP) **EFFECTIVE EXPRESSION** **Writing to Compare: Compare-and-Contrast Essay** Students write a compare and contrast essay about the characters in the retellings of the Midas myth. Writing to Sources: Compare-and-Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS**	Analyze Craft and Structure: Literary Nonfiction: Feature Story Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP) **Author's Style: Sentence Variety** Students practice analyzing sentence variety in the article. Author's Style: Sentence Variety Author's Style: Sentence Variety (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Debate** Students will debate various questions from the text. 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: The Thrill of the Chase **STANDARDS** RI.9-10.5; RI.9-10.10; SL.9-10.1.a; SL.9-10.1.c; SL.9-10.1.d; L.9-10.4; L.9-10.4.a;

			RL.9-10.5; RL.9-10.7; RL.9-10.9; W.9-10.9.a; L.9-10.4.a; L.9-10.4.b; PI.6C; PI.7; PII.6	L.9-10.4.b; L.9-10.5; PI.6C; PI.8: PI.10A; PII.1
***my*Perspectives ELL Support**				
Word Study: Denotation and Connotation (RP) (TE p 438) Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP) (TE p 439)	Author's Style: Poetic Language (RP) (TE p 440) Writing to Sources: Short Story (RP) (TE p 441) Personalize for Learning English Language Support: Planning a Short Story (TE p 440) English Language Support Lesson: Short Story (On Realize)	Audio Summary The Golden Touch: Accessible Leveled Text Word Study: Latin Root: *-lus-* (RP) (TE p 457) Analyze Craft and Structure: Narrative Structure (RP) (TE p 459) Conventions: Types of Clauses (RP) (TE p 459) Personalize for Learning English Language Support: Idioms (TE p 445) Personalize for Learning English Language Support: Figurative Language (TE p 455) Personalize for Learning English Language Support: Using Noun Clauses (TE p 459) English Language Support Lesson: Clauses (On Realize)	Audio Summary from King Midas: Accessible Text Word Study: Latin Root: *-dur-* (RP) (TE p 465) Analyze Craft and Structure: Poetic Structure (RP) (TE p 466) Author's Style: Author's Choices: Poetic Structure (RP) (TE p 467) Personalize for Learning English Language Support: Provide Context (TE p 466) Personalize for Learning English Language Support: Comparing Texts (TE p 468) English Language Support Lesson: Comparing Texts (On Realize)	Audio Summary The Thrill of the Chase: Accessible Leveled Text Word Study: Latin Root: *-fac-* (RP) (TE p 476) Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP) (TE p 477) Author's Style: Sentence Variety (RP) (TE p 478) Speaking and Listening: Debate (RP) (TE p 479) Personalize for Learning English Language Support: Idioms (TE p 472) Personalize for Learning English Language Support: Analyze Text Structure (TE p 477) English Language Support Lesson: Feature Story (On Realize)

***ELD Companion* Support**				
Unit 4, Lesson 13 **Work Time Instruction** Reteach: Antonyms **Work Time Assignments** Word Study: Antonyms **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 4, Lesson 14** **Vocabulary** Selection: *vertebrates, invertebrates* Academic: *discussion, gradually, expected* **Read Aloud, Think Aloud** "Classifying Plants and Animals." **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 15** **Time to Read** Read Independently **Vocabulary** Word Study: Abbreviations Word Study: Antonyms **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: Speeches That Inspire **Work Time Assignments** Word Study: Abbreviations and Antonyms **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.9-10.1; PI.9-10.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation SE pp 480-481	**INTRODUCE INDEPENDENT LEARNING** SE pp 482-483	**INDEPENDENT LEARNING** SE pp 484-486	**PERFORMANCE-BASED ASSESSMENT** SE pp 487-489	**PERFORMANCE-BASED ASSESSMENT** SE pp 490-491
PERFORMANCE TASK **Speaking and Listening Focus: Deliver a Multimedia Presentation** Students will develop a presentation that addresses the question: In what ways can material possessions create both a sense of comfort and a sense of anxiety? **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, improve use of media, and brush up on presentation technique. **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 do our possessions reveal about us?* **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. **QuickWrite** 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 materialism.	**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 essay examining how we decide what we want versus what we need. **Informative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2.a-f; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Oral 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.9-10.1; SL.9-10.1.a; 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** SL.9-10.1; RL.9-10.10; RI.9-10.10		
***my*Perspectives ELL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

GRADE 10 | UNIT 5: **Virtue and Vengeance**
ESSENTIAL QUESTION: ***What motivates us to forgive?***
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 5 Overview

In this unit, students will read about virtue and vengeance and what motivates people to forgive.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors state and support claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you support claims using valid reasoning and relevant evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words.
- 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

- Neither Justice nor Forgetting: Defining Forgiveness (1010L)

Whole-Class Learning

- Literature and Culture: Historical Context, *The Tempest*
- Anchor Text, Drama: *The Tempest, Part 1,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 2,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 3,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 4,* William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 5,* William Shakespeare (NP)
- Anchor Text, Poetry Collection 1: *En el Jardin de-los Espejos Quebrados, Calivan Catches a Glimpse of His Reflection,* Virgil Suarez (NP)

- Anchor Text, Poetry Collection 1: *Caliban,* J.P. Dancing Bear (NP)

Small-Group Learning
- Poetry Collection 2: *They are hostile nations,* Margaret Atwood (NP)
- Poetry Collection 2: *Under a Certain Little Star,* Wistawa Szymborska, translated by Joanna Trzeciak (NP)
- Speech: *Let South Africa Show the World How to Forgive,* Desmond Tutu (1100L)

Independent Learning
- Reflective Essay: *The Sun Parlor,* Dorothy West (980L)
- Media, Web Article: *The Forgiveness Project: Eric Lomax,* The Forgiveness Project (880L)
- Book Review: *A Dish Best Served Cold,* Aminatta Forna (1010L)
- Criticism: *from Shakespeare and the French Poet,* Yves Bonnefoy, translated by John Naughton (1520L)
- Folktale: *What We Plant, We Will Eat*, retold by S.E. Schlosser (910L)
- Informational Text: *Understanding Forgiveness,* PBS (1010L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:

Can Justice and forgiveness go hand in hand?

Part 2 – Speaking & Listening: Informal Speech

Students use their writing as the foundation for a three- to five minute informal speech.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how we choose to move on from painful situations.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 492-499	**OVERVIEW** Whole-Class Learning SE pp 500-501	**SELECTION** Literature and Culture Historical Context The Tempest SE pp 502-509	**SELECTION** Anchor Text The Tempest, Act I William Shakespeare SE pp 510-530	**SELECTION** Anchor Text The Tempest, Act I William Shakespeare SE pp 530-533
Unit Goals Students will deepen their understanding of forgiveness by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** allusion; articulate; contentious; vehement; tolerate Home Connection Letter Spanish Home Connection Letter Unit 5 Answer Key **Launch Text** Students will read "*Neither Justice nor Forgetting: Defining Forgiveness".* They will then be able to determine 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** Students write a summary of the Launch Text.	**Essential Question** *What motivates us to forgive?* **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 of the Renaissance during the reign of Queen Elizabeth 1. **Elizabethan England** Students read about the Golden Age, The Renaissance, the English Renaissance, and the concern for stability. **Theater in Elizabethan England** Students will read about and discuss theater in Elizabethan England. **William Shakespeare** Students will discuss Shakespeare as a playwright. **How to Read Shakespeare** Students learn strategies for dealing with the differences between modern language and Elizabethan England.	**MAKING MEANING** **Concept Vocabulary** perfidious; treacherous; usurp **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 Tempest, Act I: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act I: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students something interesting from the text and formulate a research question. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: perfidious; treacherous; usurp **Word Study: Latin Suffix: *-ous*** Students complete activities related to the suffix *–ous* Concept Vocabulary and Word Study Word Study: Latin Suffix: *-ous* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Shakespeare's Romances** Students complete activities to analyze elements of romance. Analyze Craft and Structure: Shakespeare's Romances Analyze Craft and Structure: Shakespeare's Romances (RP)

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			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.9-10.1; RL.9-10.10; PI.6	**Writing to Sources: Paraphrasing** Students paraphrase Ariel's song. Writing to Sources: Paraphrasing Writing to Sources: Paraphrasing (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Tempest, Act I **STANDARDS** RL.9-10.10; W.9-10.4; L.9-10.4.b; L.9-10.4.d; PI.6C; PI.8; PI.12B
***my*Perspectives ELL Support**				
Personalize for Learning English Language Support: Cognates (TE p 545)			Audio Summary The Tempest, Act I Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 520) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 524)	Word Study: Latin Suffix:-*ous*- (RP) (TE p 531) Analyze Craft and Structure: Shakespeare's Romances (RP) (TE 532) Writing to Sources: Paraphrasing (RP) (TE p 533) Personalize for Learning English Language Support: Using the Suffix –*ous* (TE p 532)

				Personalize for Learning English Language Support: Figurative Language (TE p 533)
***ELD Companion* Support**				
Unit 5, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Introduce Related Words **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12	**Unit 5, Lesson 1** **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study: Related Words Interactive Reader **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12	**Unit 5, Lesson 2** **Vocabulary** Selection: *numerous, shielding* Academic: *traditional, demonstration, restricted* **Read Aloud, Think Aloud**" "We Shall Overcome." **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 3** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Introduce Multisyllabic 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 5, Lesson 3** **Work Time Instruction** Reteach: Multisyllabic Words **Work Time Assignments** Word Study: Multisyllabic 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 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Tempest, Act II William Shakespeare SE pp 534-550	**SELECTION** Anchor Text The Tempest, Act II William Shakespeare SE pp 550-553	**SELECTION** Anchor Text The Tempest, Act III William Shakespeare SE pp 554-569	**SELECTION** Anchor Text The Tempest, Act III William Shakespeare SE pp 569-571	**SELECTION** Anchor Text The Tempest, Act IV William Shakespeare SE pp 572-585
MAKING MEANING **Concept Vocabulary** succession; heir; supplant **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 Tempest, Act II: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act II: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something interesting from the text and	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: succession; heir; supplant **Word Study: Latin Prefix: *sub-*** Students complete activities related to the prefix *sub-* Concept Vocabulary and Word Study Word Study: Latin prefix: *sub-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Poetic Structures** Students complete activities to analyze examples of blank verse and prose in Act II. Analyze Craft and Structure: Poetic Structures	**MAKING MEANING** **Concept Vocabulary** valiant; vigilance; valor; invulnerable **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 Tempest, Act III: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act III: 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: valiant; vigilance; valor; invulnerable **Word Study: Latin Root: *-val-*** Students complete activities related to the root *-val-* Concept Vocabulary and Word Study Word Study: Latin Root: *-val-* (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 record the plot, subplot, and events in Act III. Analyze Craft and Structure: Dramatic Structures	**MAKING MEANING** **Concept Vocabulary** opportune; industrious; incite **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 Tempest, Act IV: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act IV: First Read Extension Questions **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**

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** RL.9-10.1; RL.9-10.10; PIII	Analyze Craft and Structure: Poetic Structures (RP) **Author's Style: Word Choice** Students describe the type of diction each character uses in the passage. Author's Style: Word Choice Author's Style: Word Choice (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Tempest, Act II **STANDARDS** RL.9-10.5; L.9-10.4.b; L.9-10.4.c; PI.6C; PI.8	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** RL.9-10.1; RL.9-10.10; PI.6C; PI.8: PIII	Analyze Craft and Structure: Dramatic Structures (RP) **Speaking and Listening: Dramatic Reading** Students will give a dramatic reading of a scene from Act III. Speaking and Listening: Dramatic Reading Speaking and Listening: Dramatic Reading (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Tempest, Act III **STANDARDS** RL.9-10.2; RL.9-10.5; SL.9-10.4.b; SL.9-10.6; L.9-10.4.b; L.9-10.6; PI.9	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: opportune; industrious; incite **Word Study: Words from Sailing** Students complete activities using words from sailing. Concept Vocabulary and Word Study Word Study: Words from Sailing (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Dramatic Structure** Students complete activities to identify types of dramatic speech in the passage. Analyze Craft and Structure: Dramatic Structure

				Analyze Craft and Structure: Dramatic Structure (RP) **Author's Style: Motif** Students explain how the word *strange* or *strangely* is used in the passage. Author's Style: Motif Author's Style: Motif (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Tempest, Act IV **STANDARDS** RL.9-10.4; RL.9-10.10; L.9-10.4; L.9-10.4.c; PI.6C; PI.8: PI.9: PIII
***my*Perspectives ELL Support**				
Audio Summary The Tempest, Act II Personalize for Learning English Language Support: False Cognates (TE p 540)	Word Study: Latin Suffix: *sub-* (RP) (TE p 551) Analyze Craft and Structure: Poetic Structure (RP) (TE 552) Author's Style: Word Choice (RP) (TE p 553) Personalize for Learning English Language Support: Iambic Pentameter (TE p 552) Personalize for Learning	Audio Summary The Tempest, Act III Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 561) Personalize for Learning English Language Support: False Cognates (TE p 567)	Word Study: Latin Root: *-val-* (RP) (TE p 569) Analyze Craft and Structure: Dramatic Structure (RP) (TE 570) Speaking and Listening: Dramatic Reading (RP) (TE p 571) Personalize for Learning English Language Support: Preparing for a Dramatic Reading (TE p 571)	Audio Summary The Tempest, Act IV Word Study: Words from Sailing (RP) (TE p 583) Analyze Craft and Structure: Dramatic Structure (RP) (TE p 584) Author's Style: Motif (RP) (TE p 585) Personalize for Learning English Language Support: False Cognates (TE p 575)

	English Language Support: Analyzing Diction (TE p 553) English Language Support Lesson: Diction (On Realize)		English Language Support Lesson: Dramatic Reading (On Realize)	Personalize for Learning English Language Support: Understanding Dramatic Structures (TE p 584) English Language Support Lesson: Dramatic Structures (On Realize) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 585)
***ELD Companion* Support**				
Unit 5, Lesson 4 **Vocabulary** Selection: *minister, ancestors* Academic: *committed, doubt* **Read Aloud, Think Aloud** "We Shall Overcome." **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 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Related Words Word Study: Introduce Multisyllabic 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 5, Lesson 5** **Work Time Instruction** Word Study Reader: What Are Stars **Work Time Assignments** Word Study: Related Words and Multisyllabic 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 5, Lesson 6** **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	**Unit 5, Lesson 6** **Work Time Instruction** Reteach: Compound Words **Work Time Assignments** Word Study: Compound Words Interactive Reader **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 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Tempest, Act V William Shakespeare SE pp 586-603	**SELECTION** Anchor Text *En el Jardin de los Espejos Quebrados*, Caliban Catches a Glimpse of His Reflection Virgil Suarez Caliban J.P. Dancing Bear SE pp 604-611	**SELECTION** Anchor Text *En el Jardin de los Espejos Quebrados*, Caliban catches a Glimpse of His Reflection Virgil Suarez Caliban J.P. Dancing Bear SE pp 611-613	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 614-616	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 617-619
MAKING MEANING **Concept Vocabulary** penitent; pardon; merciful; rectify **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 Tempest, Act V: Accessible Text Media Connection **Comprehension Check** Students complete comprehension questions. The Tempest, Act V: First Read Extension Questions **Research to Clarify**	**MAKING MEANING** **Concept Vocabulary** swollen; scarred; welt; sliver; cartilage; clench **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio *En el Jardin de los Espejos Quebrados*,Caliban Catches a Glimpse of His Reflection/Calibran: Accessible Text **Comprehension Check** Students complete comprehension questions. *En el Jardin de los Espejos Quebrados*,Caliban Catches a Glimpse of His	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: swollen; scarred; welt; sliver; cartilage; clench **Word Network** Students add new words to their Word Network as they read texts in the unit. **Writing to Compare: Comparison-and-Contrast Essay** Students write an essay comparing Caliban's character in the play and in the poem. Writing to Compare: Comparison-and-contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**PERFORMANCE TASK** **Write an Argument** Students write an argumentative essay defending the topics of virtue and vengeance. **PreWriting/Planning** Students write a preliminary 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.9-10.10	**LANGUAGE DEVELOPMENT:CONVENTIONS** **Create Cohesion: Quotations and Paraphrases** Students incorporate quotations and paraphrases 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 argument and share in small groups. **Reflecting** Students reflect on their argumentative essays. **STANDARDS** W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.4; W.9-10.9; L.9-10.2.b; L.9-10.2.c; PII.1

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. **Analyze Craft and Structure: Plot Structure** Students complete activities to record how the resolution of the plot affects each character in *The Tempest*. Analyze Craft and Structure: Plot Structure Analyze Craft and Structure: Plot Structure (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: penitent; pardon; merciful; rectify **Word Study: Latin Root: *-pen-*** Students complete activities using the Latin Root *–pen-*	Reflection/Calibran: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students something interesting from the poem 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** RL.9-10.10; PI.6C; PI.8	Selection Test: En el Jardin de los Espejos Quebrados, Caliban **STANDARDS** RL.9-10.9; W.9-10.2; W.9-10.9.1; L.9-10.5; L.9-10.6; PI.6		

Concept Vocabulary and Word Study Word Study: Latin Root: *-pen-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Poetic Structure** Students examine the effects of rhyming couplets. Author's Style: Poetic Structure Author's Style: Poetic Structure (RP) **Writing to Sources: Literary Criticism** Students write a critical essay analyzing *The Tempest's* uneasy ending. Writing to Sources: Literary Criticism Writing to Sources: Literary Criticism (RP) **Speaking and Listening: Oral Presentation** Students debate "nature vs. nurture". 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 Tempest, Act V **STANDARDS** RL.9-10.5; RL.9-10.10; W.9-10.1; W.9-10.1.b; SL.9-10.3; SL.9-10.6; L.9-10.4.b; L.9-10.4.c; PI.6C; PI.7; PI.8; PI.10; PIII				
***my*Perspectives ELL Support**				
Audio Summary The Tempest, Act IV Analyze Craft and Structure: Plot Structure (RP) (TE p 599) Word Study: Latin Root: *-pen-* (RP) (TE p 600) Author's Style: Poetic Structure (RP) (TE p 601) Writing to Sources: Literary Criticism (RP) (TE p 602) English Language Support Lesson: Literary Criticism (On Realize)	Audio Summary *En el Jardin de los Espejos Quebrados*,Caliban Catches a Glimpse of His Reflection/Calibran Personalize for Learning English Language Support: Idioms (TE p 607)	Personalize for Learning English Language Support: Elements of Writing (TE p 612)		Personalize for Learning English Language Support: Syntax (TE p 617)

Speaking and Listening: Oral Presentation (RP) (TE p 603) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 590) Personalize for Learning English Language Support: False Cognates (TE p 594) Personalize for Learning English Language Support: Language Difficulties (TE p 599) Personalize for Learning English Language Support: Analyzing a Text's Ending (TE p 602)				
***ELD Companion* Support**				
Unit 5, Lesson 7 **Vocabulary** Selection: *reclaim, retrieve* Academic: *calculations, capable, abandoned* **Read Aloud, Think Aloud**" "Charge of the Light Brigade" and "Dieppe: A Doomed Mission." **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;	**Unit 5, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Collocations **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12	**Unit 5, Lesson 8** **Work Time Instruction** Reteach: Collocations **Work Time Assignments** Word Study: Collocations **Standards** PI.9-10.2; PI.9-10.5; PI.9-10.8; PI.9-10.11; PI.9-10.12	**Unit 5, Lesson 9** **Vocabulary** Selection: *vagrant, whetted* Academic: *instantly, mentioned, analyzed* **Read Aloud, Think Aloud** "Sea-Fever." **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 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Compound Words Word Study: Introduce Collocations **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

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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 620-623	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE pp 624-629	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 629	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 630	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE pp 630-631
Essential Question *What motivates us to forgive?* **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** target; vulnerable; hounded **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio They are hostile nations/Under a Certain Little Star: Accessible Text **STANDARDS** RL.9-10.10; L.9-10.4.a; PI.6C; PI.8	**MAKING MEANING** **Comprehension Check** Students complete comprehension questions. They are hostile nations/Under a Certain Little Star: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from one of the poems.	**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: target; vulnerable; hounded **Word Study: Animal Words** Concept Vocabulary and Word Study Word Study: Animal Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Speaker** Students will analyze the speaker in the poems. Analyze Craft and Structure: Speaker Analyze Craft and Structure: Speaker (RP) **STANDARDS** RL.9-10.2; L.9-10.6; PI.7; PI.8
***my*Perspectives ELL Support**				

	Audio Summary They are hostile nations/Under a Certain Little Star Personalize for Learning English Language Support: Personification (TE p 628)			Word Study: Animal Words (RP) (TE p 630) Analyze Craft and Structure: Speaker (RP) (TE p 631) Personalize for Learning English Language Support: Tone (TE p 631)
***ELD Companion* Support**				
Unit 5, Lesson 10 **Work Time Instruction** Word Study Reader: Where Do Words Come From? **Work Time Assignments** Word Study: Where Do Words Come From? **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 5, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns in Prepositional Phrases Word Study: Introduce Open Syllable Patterns **Work Time** 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.9-10.4	**Unit 5, Lesson 11** **Work Time Instruction** Reteach: Open Syllable Patterns **Work Time Assignments** Word Study: Open Syllable Patterns Interactive Reader **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	**Unit 5, Lesson 12** **Vocabulary** Selection: *eerie, accusations* Academic: *continuous, manageable, exhausting* **Read Aloud, Think Aloud**" "Nicholas Townshed, Period 6, Room 236." **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 13** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns in Prepositional Phrases Word Study: Introduce Closed Syllable Patterns **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 They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 632	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 633	**SELECTION** Let South Africa Show the World How to Forgive Desmond Tutu SE pp 634-639	**SELECTION** Let South Africa Show the World How to Forgive Desmond Tutu SE pp 640-641	**SELECTION** Let South Africa Show the World How to Forgive Desmond Tutu SE pp 642-643
LANGUAGE DEVELOPMENT **Author's Style: Apostrophe** Students find examples of apostrophe in a poem. Author's Style: Apostrophe Author's Style: Apostrophe (RP) **STANDARDS** RL.9-10.4; Pl.6	**EFFECTIVE EXPRESSION** **Writing to Sources: Write a Poem** Students write a poem. Writing to Sources: Write a Poem Writing to Sources: Write a Poem (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection 2 **STANDARDS** W.9-10.4; W.9-10.5	**MAKING MEANING** **Concept Vocabulary** democratic; interdependence; communal **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Let South Africa Show the World How to Forgive: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Let South Africa Show the World How to Forgive: 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 the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: democratic; interdependence; communal **Word Study: Greek Root Word: *kratos*** Concept Vocabulary and Word Study Word Study: Greek Root Word: *kratos* (RP) **Word Network**	**LANGUAGE DEVELOPMENT** **Conventions: Types of Clauses** Students read and analyze relative pronouns and relative clauses. Conventions: Types of Clauses Conventions: Types of Clauses (RP) **EFFECTIVE EXPRESSION** **Research: Multimedia Presentation** Students research and prepare a presentation on the speech by Desmond Tutu. Research: Multimedia Presentation Research: Multimedia Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.

		Students choose something interesting from the text and formulate a research question. **STANDARDS** RI.9-10.10; L.9-10.4.b	Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Persuasive Techniques** Students will summarize the anecdotes in the speech. Analyze Craft and Structure: Persuasive Techniques Analyze Craft and Structure: Persuasive Techniques (RP) **STANDARDS** RI.9-10.2; L.9-10.4.b; L.9-10.4.c	Selection Test: Let South Africa Show the World How to Forgive **STANDARDS** L.9-10.1; L.9-10.1.b; W.9-10.6; W.9-10.7
***my*Perspectives ELL Support**				
Author's Style: Apostrophe (RP) (TE p 632) Personalize for Learning English Language Support: Identifying Apostrophe (TE p 632) English Language Support Lesson: Apostrophe (On Realize)	Writing to Sources: Write a Poem (TE p 633)	Audio Summary Let South Africa Show the World How to Forgive: Accessible Leveled Text	Word Study: Greek Root Word: *kratos* (RP) (TE p 640) Analyze Craft and Structure: Persuasive Techniques (RP) (TE p 641) Personalize for Learning English Language Support: Persuasive Anecdotes (TE p 641) English Language Support Lesson: Greek Suffixes -cracy and -cratic (On Realize)	Conventions: Types of Clauses (RP) (TE p 642) Research: Multimedia Presentation (RP) (TE p 643)
***ELD Companion* Support**				
Unit 5, Lesson 13 **Work Time Instruction**	**Unit 5, Lesson 14** **Vocabulary**	**Unit 5, Lesson 15** **Time to Read**	**Unit 5, Lesson 15** **Work Time Instruction**	**Time to Read** Read Independently Book Club

Reteach: Closed Syllable Patterns **Work Time Assignments** Word Study: Closed Syllable Patterns **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	Selection: *inherit, shuffling* Academic: *address, coordinating, motivation* **Read Aloud, Think Aloud** "Famous." **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	Read Independently **Vocabulary** Word Study: Introduce Open Syllable Patterns Words Word Study: Introduce Closed Syllable Patterns **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: Staying Grounded **Work Time Assignments** Word Study: Open Syllable Patterns and Closed Syllable Patterns **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.9-10.1; PI.9-10.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE pp 644-645	**INTRODUCE INDEPENDENT LEARNING** SE pp 646-647	**INDEPENDENT LEARNING** SE pp 648-650	**PERFORMANCE-BASED ASSESSMENT** SE pp 651-653	**PERFORMANCE-BASED ASSESSMENT** SE pp 654-655
PERFORMANCE TASK **Speaking and Listening Focus:** **Present an Argument** Students plan a talk show segment asking if forgiveness first requires an apology? **Plan With Your Group** Students will analyze the text, gather evidence and choose order and format. **Rehearse with Your Group** Students practice the talk show, prepare the presentation and know the audience. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.1.a; SL.9-10.1.c; SL.9-10.1.d; SL.9-10.4	**Essential Question** *What motivates us to forgive?* **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. **QuickWrite** 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 forgiveness.	**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 argumentative essay exploring if justice and forgiveness go hand in hand. **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: Informal Speech** After completing the essay, students develop a brief three- to five-minute informal speech. **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 ELLSupport**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

GRADE 10 | UNIT 6: **Blindness and Sight**
ESSENTIAL QUESTION: ***What does it mean to see?***
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 6 Overview

In this unit, students will read about and discover many examples about the issues of blindness and sight.

Unit Goals

Students will be able to:

- Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative essay in which you convey experiences or events using effective technique, well-chosen details, and well-structured event sequence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use varied sentence structures to add interest to 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

- Just Six Dots (970L)

Whole-Class Learning

- Literature and Culture: Historical Context, *Oedipus the King*
- Anchor Text, Drama: *Oedipus the King, Part I;* Sophocles, translated by Nicholas Rudall (NP)
- Anchor Text, Drama: *Oedipus the King, Part II;* Sophocles, translated by Nicholas Rudall (NP)

Small-Group Learning

- Letter: *View From the Empire State Building,* Helen Keller (1150L)
- Poetry Collection: *Blind,* Fatima Naoot, translated by Kees Nijland (NP)
- Poetry Collection: *The Blind Seer of Ambon,* W.S. Merwin (NP)
- Poetry Collection: *On His Blindness,* Jorge Luis Borges, translated by Robert Mezey (NP)
- Short Story: *The Country of the Blind,* H.G. Wells (1170L)
- Memoir: *The Neglected Senses,* from For the Benefit of Those Who See (1060L)

Independent Learning

- Novel Excerpt: *from Blindness,* Jose Saramago, translated by Giovanni Pontiero (1600L)
- Media, Newscast: *Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight,* ABC News
- Media, Informational Graphic: *How Your Eyes Trick Your MInd,* Melissa Hogenboom
- Science Article: *Blind, Yet Seeing: The Brain's Subconscious Visual Sense,* Benedict Carey (1320L)
- Oral History: *Experience: I First Saw My Wife Ten Years After We Married,* Shandar Herian (860L)
- Science Article: *Visual Neuroscience: Look and Learn,* Apoorva Mandavilli (1200L)

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic:

Is there a difference between seeing and knowing?

Part 2 – Speaking & Listening: Storytelling

After completing the final draft of their writing, students will use it as the basis for a three- to five-minute storytelling session.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how many ways there are to see – or fail to see- the world.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 656-663	**OVERVIEW** Whole-Class Learning SE pp 664-665	**SELECTION** Literature and Culture Historical Context Oedipus the King SE pp 666-671	**SELECTION** Anchor Text Oedipus the King, Part I SE pp 672-686	**SELECTION** Anchor Text Oedipus the King, Part I SE pp 687-699
Unit Goals Students will deepen their understanding of blindness and sight by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** integrate; delineate; volition; vivid; altercation Home Connection Letter Spanish Home Connection Letter Unit 6 Answer Key **Launch Text** Students will read "*Just Six Dots*". They will then be able to participate in discussions about blindness and sight. **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 see?* **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 the rise and fall of Athens. **Ancient Greek Theater** Students discuss the religious foundation in ancient Greek theater. **Aristotle and Greek Tragedy** Students discuss Aristotle and other early playwrights of ancient Greece. **STANDARDS** PII.3; PI.6C; PI.8	**MAKING MEANING** **Concept Vocabulary** proclamation; decree; edicts **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Oedipus the King, Part I: Accessible Text **STANDARDS** RL.9-10.10	**MAKING MEANING** **Read the Selection** Selection Audio Oedipus the King, Part I: Accessible Text **Comprehension Check** Students complete comprehension questions. Oedipus the King, Part I: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research some of the places mentioned in the play. **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.

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				**STANDARDS** RL.9-10.10; PI.6C; PI.8
***my*Perspectives ELL Support**				
Personalize for Learning English Language Support: Cognates (TE p 659)		Personalize for Learning English Language Support: Verb Tense (TE p 668) Personalize for Learning English Language Support: Vocabulary (TE p 670)	Audio Summary Oedipus the King, Part I	Audio Summary Oedipus the King, Part I Personalize for Learning English Language Support: Figurative Language (TE p 687) Personalize for Learning English Language Support: Idioms (TE p 697)

***ELD Companion* Support**				
Unit 6, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Question Word Order Word Study: Introduce Latin Roots **Standards** PI.9-10.2; PI.9-10.4; PI.9-10.5; PI.9-10.8; PI.9-10.10; 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 6, Lesson 1** **Whole Group** Narrative Essay **Work Time Instruction** Reteach: Latin Roots Narrative Essay: Develop Ideas by Describing a Friend **Work Time Assignments** Word Study: Latin Roots Interactive Reader Narrative Essay: Plan **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	**Unit 6, Lesson 2** **Vocabulary** Selection: *isolated, culture* Academic: *unfold, uncontrolled, unique* **Read Aloud, Think Aloud**" "New Country, New School." **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 3** **Time to Read** Read Independently **Vocabulary** Oops: Question Word Order Word Study: Introduce Prefixes *un-, ex-,* and *sub-* **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	**Unit 6, Lesson 3** **Whole Group** Narrative Essay: Capture a Setting **Work Time Instruction** Reteach: Prefixes *un-, ex-, sub-* Narrative Essay: Capture a Setting **Work Time Assignments** Word Study: Prefixes *un-, ex-, sub-* Narrative Essay: Develop a Setting **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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Oedipus the King, Part I SE p 699	**SELECTION** Anchor Text Oedipus the King, Part I SE p 700	**SELECTION** Anchor Text Oedipus the King, Part I SE p 701	**SELECTION** Anchor Text Oedipus the King, Part II SE pp 702-721	**SELECTION** Anchor Text Oedipus the King, Part II SE pp 722-723
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: proclamation; decree; edicts **Word Study: Latin Root: *-dict-*** Students complete activities related to the Latin Root *–dict-* Concept Vocabulary and Word Study Word Study**:** Latin Root: *-dict-* (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.c; PI.6C	**MAKING MEANING** **Analyze Craft and Structure: Structure of Greek Plays** Students analyze the structure of Greek Plays. Analyze Craft and Structure: Structure of Greek Plays Analyze Craft and Structure: Structure of Greek Plays (RP)	**MAKING MEANING** **Author's Style: The Greek Chorus** Students analyze strophes and antistrophe in the chorus. Author's Style: The Greek Chorus Author's Style: The Greek Chorus (RP) Selection Test: Oedipus the King, Part I **STANDARDS** RL.9-10.5	**MAKING MEANING** **Concept Vocabulary** oracle; prophecy; inexorable **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Oedipus the King, Part II: Accessible Text **Comprehension Check** Students complete comprehension questions. Oedipus the King, Part II: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research the way various artists have portrayed Oedipus over the centuries.	**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: Elements of Greek Tragedy** Students analyze dramatic irony, protagonist, and antagonist in the play. Analyze Craft and Structure: Elements of Greek Tragedy Analyze Craft and Structure: Elements of Greek Tragedy (RP) **STANDARDS** RL.9-10.5

			STANDARDS RL.9-10.10; PI.6; PI.6C; PI.8	
***my*Perspectives ELL Support**				
Word Study**:** Latin Root: *-dict-* (RP) (TE p 699) Personalize for Learning English Language Support: Identifying the Latin Root *–dict-* (TE p 699) English Language Support Lesson: Latin Root -dict- (On Realize)	Analyze Craft and Structure: Structure of Greek Plays (RP) (TE p 700)	Author's Style: The Greek Chorus (RP) (TE p 701) Personalize for Learning English Language Support: Provide Context (TE p 701)	Audio Summary Oedipus the King, Part II Personalize for Learning English Language Support: Figurative Language (TE p 703) Personalize for Learning English Language Support: Background Knowledge (TE p 718)	Analyze Craft and Structure: Elements of Greek Tragedy (RP) (TE p 723)
***ELD Companion* Support**				
Unit 6, Lesson 4 **Vocabulary** Selection: *refuge, obscurity* Academic: *trained, rigorous, sustain* **Read Aloud, Think Aloud** "Privacy" **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 6, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Latin Roots Word Study: Introduce Prefixes *un-, ex-,* and *sub-* **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.9-10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5	**Unit 6, Lesson 5** **Whole Group** Narrative Essay: Sequence of Events **Work Time Instruction** Word Study Reader: All About Submarines Narrative Essay: Create a Sequence of Events **Work Time Assignments** Word Study: Latin Roots and Prefixes *un-, ex-, sub-* Narrative Essay: Create a Sequence of Events **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-	**Unit 6, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Adverb in Sentences Word Study: Suffixes *-ly, -able, -est* **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	**Unit 6, Lesson 6** **Whole Group** Narrative Essay: Use Accurate Detail **Work Time Instruction** Reteach: Suffixes *-ly, -able, -est* Narrative Essay: Draft **Work Time Assignments** Word Study: Suffixes *-ly, -able, -est* Interactive Reader Narrative Essay: Write **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

		10.2; PII.9-10.3; PII.9-10.4; PII.9-10.5		

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Oedipus the King, Part II SE pp 724-725	**SELECTION** Anchor Text Oedipus the King, Part II SE p 726	**SELECTION** Anchor Text Oedipus the King, Part II SE p 727	**PERFORMANCE TASK: WRITING FOCUS** Nonfiction Narrative SE pp 728-730	**PERFORMANCE TASK: WRITING FOCUS** Nonfiction Narrative SE pp 731-733
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: oracle; prophecy; inexorable **Word Study: Denotation and Connotation** Students complete activities finding synonyms and context. Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Rhetorical Devices: Anaphora** Students analyze words and phrases not in predictable order. Author's Style: Rhetorical Devices: Anaphora Author's Style: Rhetorical Devices: Anaphora (RP)	**EFFECTIVE EXPRESSION** **Writing to Sources: Short Story** Students write a short story. Writing to Sources: Short Story Writing to Sources: Short Story (RP) **STANDARDS** W.9-10.3; W.9-10.3.b; W.9-10.4: PI.10A	**EFFECTIVE EXPRESSION** **Speaking and Listening: Critique** Students listen to the performance and then write a brief critique. Speaking and Listening: Critique Speaking and Listening: Critique (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Oedipus the King, Part II **STANDARDS** RL.9-10.7; W.11-12.1; W.11-12.9.a; SL.9-10.1.d	**PERFORMANCE TASK** **Write a Nonfiction Narrative** Students write a narrative that answers the question: Can we see ourselves as clearly as others see us? **PreWriting/Planning** Students choose a situation to explore, develop the situation, plan the sequence of events, and gather evidence. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.3.a-e; W.9-10.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Add Variety: Sentence Structures** Students use sentence structures that convey specific meanings. **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 narratives and share in small groups. **Reflecting** Students reflect on their narratives. **STANDARDS** W.9-10.3.e; W.9-10.5; L.9-10.1.b; L.9-10.2; L.9-10.2.a; L.9-10.2.c; L.9-10.4.c; PI.7

STANDARDS RL.9-10.5; L.9-10.4.c; L.9-10.5; L.9-10.5.b; PII.2				
***my*Perspectives ELL Support**				
Word Study: Denotation and Connotation (RP) (TE p 724) Author's Style: Anaphora (RP) (TE p 725) Personalize for Learning English Language Support: Constructing Parallel Sentences (TE p 725)	Writing to Sources: Dialogue (RP) (TE p 726) Personalize for Learning English Language Support: Writing Dialogue for a Play (TE p 726) English Language Support Lesson: Dialogue (On Realize)	Speaking and Listening: Critique (RP) (TE p 727)		Personalize for Learning English Language Support: Artistic License (TE p 731)
***ELD Companion* Support**				
Unit 6, Lesson 7 **Vocabulary** Selection: *prism, gravity* Academic: *organized, exploration, conquer* **Read Aloud, Think Aloud**" "Newton and Gravity." **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: Adverbs in Sentences Word Study: Introduce the Influence of Spanish on English **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	**Unit 6, Lesson 8** **Whole Group** Writing: Condense Ideas **Work Time Instruction** Reteach: The Influence of Spanish on English **Work Time Assignments** Word Study: The Influence of Spanish on English **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	**Unit 6, Lesson 9** **Vocabulary** Selection: *tides, elliptical* Academic: *disadvantage, globally, quality, conservation* **Read Aloud, Think Aloud** "Newton and Gravity." **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 Reader: The Influence of Spanish on English Narrative Essay: Conclusion **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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 734-737	**SELECTION** View From the Empire State Building Helen Keller SE pp 738-741	**SELECTION** View From the Empire State Building Helen Keller SE pp 741-745	**SELECTION** Blind Fatima Naoot The Blind Seer of Ambon W.S. Merwin On His Blindness Jorge Luis Borges SE pp 746-753	**SELECTION** Blind Fatima Naoot The Blind Seer of Ambon W.S. Merwin On His Blindness Jorge Luis Borges SE pp 754-757
Essential Question *What does it mean to see?* **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**	**MAKING MEANING** **Concept Vocabulary** unconquerable; indomitable; dominating **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio View From the Empire State Building: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. View From the Empire State Building: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: unconquerable; indomitable; dominating **Word Study: Latin Root *-dom-*** Concept Vocabulary and Word Study Word Study: Latin Root *-dom-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Word Choice** Students will identify examples of figurative language. Analyze Craft and Structure: Author's Choices: Word Choice	**MAKING MEANING** **Concept Vocabulary** transcend; luminous; elemental **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text. **Comprehension Check** Students complete comprehension questions. Blind/The Blind Seer of Ambon/On His Blindness: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: transcend; luminous; elemental **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: Figurative Language** Students analyze figurative language. Analyze Craft and Structure: Figurative Language

Students choose specific roles for each member.	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** RI.9-10.10; L.9-10.4; L.9-10.4.b	Analyze Craft and Structure: Author's Choices: Word Choice (RP) **Conventions: Types of Structures** Students complete activities marking adverbial phrases. Conventions: Types of Structures Conventions: Types of Structures (RP) **Research: Group Presentation** Students create a group presentation from a list of subjects. Research: Group Presentation Research: Group Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: View From the Empire State Building **STANDARDS** RI.9-10.4; W.9-10.6; W.9-10.7; SL.9-10.2; L.9-10.1; L.9-10.1.b; L.9-10.5; L.9-10.1; L.9-10.1.b; L.9-10.5.a; L.9-10.4; L.9-10.4.b; PI.6C; PI.8	**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. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.a; PI.6A; PI.7	Analyze Craft and Structure: Figurative Language (RP) **Author's Style: Word Choice and Meaning** Students identify examples of imagery in the poems. Author's Style: Word Choice and Meaning Author's Style: Word Choice and Meaning (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students create and present an oral presentation based on one of 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: Poetry Collection **STANDARDS** RL.9-10.2; RL.9-10.4; SL.9-10.1; SL.9-10.3; SL.9-10.4; L.9-10.5; L.9-10.5.a; L.9-10.4.b; PI.6C; PI.8; PI.10

***my*Perspectives ELL Support**				
	Audio Summary View From the Empire State Building: Accessible Leveled Text	Word Study: Latin Root *-dom-* (RP) (TE p 742) Analyze Craft and Structure: Author's Choices: Word Choice (RP) (TE p 743) Conventions: Types of Structures (RP) (TE p 744) Research: Group Presentation (RP) (TE p 745) Personalize for Learning English Language Support: Understanding Figurative Language and Word Choice (TE p 743) English Language Support Lesson: Figurative Language (On Realize)	Audio Summary Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text. Personalize for Learning English Language Support: Theme (TE p 748) Personalize for Learning English Language Support: Syntax (TE p 751)	Word Study: Latin Root: *-lum-* (RP) (TE p 754) Analyze Craft and Structure: Figurative Language (RP) (TE p 755) Author's Style: Word Choice and Meaning (RP) (TE p 756) Speaking and Listening: Oral Presentation (RP) (TE p 757) Personalize for Learning English Language Support: Identifying Imagery and Juxtaposition (TE p 756) English Language Support Lesson: Imagery and Juxtaposition (On Realize) Personalize for Learning English Language Support: Preparing for a Panel Discussion (TE p 757)
***ELD Companion* Support**				
Unit 6, Lesson 10 **Work Time Instruction** Reteach: Public Spaces Narrative Essay: Conclusion **Work Time Assignments** Word Study: Suffixes *–ly,*	**Unit 6, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Order of Adjectives Word Study: Introduce Multiple Meaning Words	**Unit 6, Lesson 11** **Whole Group** Narrative Essay: Revise and Edit **Work Time Instruction** Reteach: Multiple Meaning Words	**Unit 6, Lesson 12** **Vocabulary** Selection: *velocity, force* Academic: *scientific, discoveries, achievement* **Read Aloud, Think Aloud**" "Forces in Motion."	**Unit 6, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Order of Adjectives Word Study: Introduce Word Families

-able, -est and The Influence of Spanish on English **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	**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.9-10.4; 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	Narrative Essay: Peer Conference and Revise **Work Time Assignments** Word Study: Multiple Meaning Words Interactive Reader **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.9-10.4; 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	**Classroom Conversation** Classroom 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	**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 The Country of The Blind H.G. Wells SE pp 758-781	**SELECTION** The Country of The Blind H.G. Wells SE pp 782-783	**SELECTION** The Country of The Blind H.G. Wells SE pp 784-785	**SELECTION** The Neglected Senses from For the Benefit of Those Who See Rosemary Mahoney SE pp 786-798	**SELECTION** The Neglected Senses from For the Benefit of Those Who See Rosemary Mahoney SE pp 798-901
MAKING MEANING **Concept Vocabulary** incoherent; perplexity; delusions **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 Country of The Blind: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Country of The Blind: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research a topic that interests them. . **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 **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions **Word Study: Word Study: Latin Root: *-lud- / -lus-*** Concept Vocabulary and Word Study Word Study: Word Study: Latin Root: *-lud- / -lus-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Narrative Structure**	**LANGUAGE DEVELOPMENT** **EFFECTIVE EXPRESSION** **Author's Style: Narrative Pacing** Students discuss the characteristics of the pacing in the story. Author's Style: Narrative Pacing Author's Style: Narrative Pacing (RP) **Writing to Sources: Response** Students write a response to the story. Writing to Sources: Response Writing to Sources: Response (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Country of the Blind **STANDARDS**	**MAKING MEANING** **Concept Vocabulary** traversed; periphery; navigating **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 Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Neglected Senses from For the Benefit of Those Who See: 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: traversed; periphery; navigating **Word Study: Latin Root: *-vers- / -vert-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-vers- / -vert-* (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 analyze literary elements in the story. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP) **Conventions: Types of Phrases**

RL.9-10.10; L.9-10.4; L.9-10.4.b; L.9-10.4.d: PI.6A; PI.6C; PI.8; PII.2a	Students identify distinct stages of the plot of the story. Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **STANDARDS** RL.9-10.5; L.9-10.4.b; L.9-10.4.c; PI.6	RL.9-10.5; W.9-10.3; SL.9-10.1.a; PII.3	Students research something 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. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4; L.9-10.4.a; PI.6C; PI.7; PI.8; PIII	Students complete activities identifying prepositions and adjectival phrases. Conventions: Types of Phrases Conventions: Types of Phrases (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students prepare and deliver an oral presentation. 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 Neglected Senses **STANDARDS** RI.9-10.5; L.9-10.1; L.9-10.1.b; L.9-10.4.b; PII.4
***my*Perspectives ELL Support**				
Audio Summary The Country of the Blind: Accessible Leveled Text Personalize for Learning English Language Support: Domain-Specific Vocabulary	Word Study: Latin Root: *-lud- / –lus-* (RP) (TE p 782) Analyze Craft and Structure: Narrative Structure (RP) (TE p 783)	Author's Style: Narrative Pacing (RP) (TE p 784) Writing to Sources (RP) (TE p 785)	Audio Summary The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text	Word Study: Latin Root: *-vers- / –vert-* (RP) (TE p 798) Analyze Craft and Structure: Development of Ideas (RP) (TE p 799)

(TE p 761) Personalize for Learning English Language Support: Idiom (TE p 764) Personalize for Learning English Language Support: Pronoun-Antecedent Agreement (TE p 776)	Personalize for Learning English Language Support: Understanding the Parts of the Plot. (TE p 783) English Language Support Lesson: Plot (On Realize)	Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 785)	Personalize for Learning English Language Support: Understanding figures of Speech (TE p 789) Personalize for Learning English Language Support: False Cognates (TE p 791)	Conventions: Types of Phrases (RP) (TE p 800) Speaking and Listening: Oral Presentation (RP) (TE p 801) Personalize for Learning English Language Support: Adjective Phrases (TE p 800) English Language Support Lesson: Adjective Phrases (On Realize)
***ELD Companion* Support**				
Unit 6, Lesson 13 **Work Time Instruction** Reteach: Word Families Narrative Essay: Revise and Edit **Work Time Assignments** Word Study: Word Families **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 6, Lesson 14** **Vocabulary** Selection: e*quilibrium, inertia* Academic: *cause, experience, contribution* **Read Aloud, Think Aloud** "Forces in Motion." **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 15** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Multiple Meaning Words Word Study: Introduce Word Families **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 6, Lesson 15** **Work Time Instruction** Word Study Reader: Drums Narrative Essay: Present **Work Time Assignments** Word Study: Multiple Meaning Words and Word Families **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	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Oral Retelling SE pp 802-803	**INTRODUCE INDEPENDENT LEARNING** SE pp 804-805	**INDEPENDENT LEARNING** SE pp 806-808	**PERFORMANCE-BASED ASSESSMENT** SE pp 809-811	**PERFORMANCE-BASED ASSESSMENT** SE pp 812-813
PERFORMANCE TASK **Speaking and Listening Focus:** **Present an Oral Retelling** Students will develop an oral retelling of the selections addressing the question: Can one have sight but no vision, or vision but no sight? **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, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.4.b; SL.9-10.5	**Essential Question** *What does it mean to see?* **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. **QuickWrite** 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 blindness and sight.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Notes for a Nonfiction 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: Nonfiction Narrative** Students will write a nonfiction narrative asking if there is a difference between seeing and knowing? **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.3.a-e; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Storytelling** After completing the narrative, students develop a brief three- to five-minute storytelling session. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.1; SL.9-10.1.a; 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 ELL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.9-10.1; PI.9-10.4