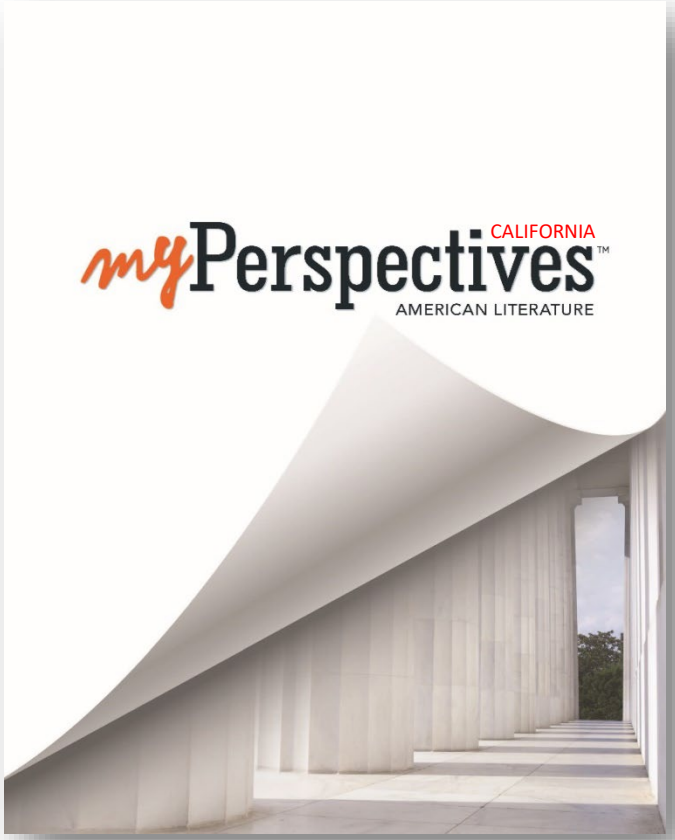
myPerspectives CALIFORNIA
ENGLISH LANGUAGE ARTS

CA Grade 11 Unit Planning Guide



SAVVAS
LEARNING COMPANY

*my*Perspectives Unit Planning Guide

GRADE 11 | UNIT 1: **Writing Freedom**
ESSENTIAL QUESTION: ***What is the meaning of freedom?***
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:

INSTRUCTIONAL MODEL



WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

- ***ELD Companion*** is an additional resou
- Don't forget *Accessible Leveled Texts* a in the Unit Resources.
- ***my*Perspectives Plus** also provides mo support and differentiation beyond wh is in this Guide.

Unit 1 Overview

In this unit, students will read about and discover how powerful words can alter people's lives and the words that shaped our nation.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about American freedoms.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Note differences in language style over time and in various contexts.
- Establish a writing "voice."
- Correctly use parallelism and verb tenses to convey meaning and enrich 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

- Totally Free? (1140L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1750-1800: *A New Nation*
- Anchor Text, Foundational Document: *Declaration of Independence,* Thomas Jefferson (1390L)
- Anchor Text, Foundational Document: *Preamble to the Constitution,* Governor Morris (1930L)
- Anchor Text, Foundational Document: *Bill of Rights,* James Madison (1580L)
- Anchor Text, Speech: *Speech in the Convention,* Benjamin Franklin (1500L)
- Media, Image Gallery: *The American Revolution: Visual Propaganda*

Small-Group Learning

- Expository Nonfiction**:** *from America's Constitution: A Biography,* Akhil Reed Amar (1360L)
- Graphic Novel: *from The United States Constitution: A Graphic Representation,* Jonathan Hennessey and Aaron McConnell
- Autobiography: *from The Interesting Narrative of the Life of Olaudah Equiano,* Olaudah Equiano (1240L)
- Letter: *Letter to John Adams,* Abigail Adams (1230)
- Biography: *from Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters,* Diane Jacobs (1300)
- Speech: *Gettysburg Address,* Abraham Lincoln (1490)

Independent Learning

- Essay: *from Democracy is Not a Spectator Sport,* Arthur Blaustein with Helen Matatov (1480L)
- Speech: *Reflections on the Bicentennial of the United States Constitution*, Thurgood Marshall (1330L)
- Poetry: *Speech to the Young/Speech to the Progress-Toward,* Gwendolyn Brooks (NP)
- Poetry: *the Fish,* Elizabeth Bishop (NP)
- Short Story: *The Pedestrian,* Ray Bradbury (1080L)
- Political Document: *from the Iroquois Constitution,* Dekanawidah, translated by Arthur C. Parker (1510)
- Argument: *from Common Sense,* Thomas Paine (1300L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following topic:

What are the most effective tools for establishing and preserving freedom?

Part 2 – Speaking & Listening: Video Commentary

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the powerful words that shaped a nation.

Students present a video commentary based on the final draft of their argument.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 2-9	**OVERVIEW** Whole-Class Learning SE pp 10-11	**SELECTION** Historical Perspectives Focus Period: 1750-1800 SE pp 12-15	**SELECTION** Anchor Text Declaration of Independence Thomas Jefferson SE pp 16-25	**SELECTION** Anchor Text Declaration of Independence Thomas Jefferson SE pp 26-29
Unit Goals Students will deepen their perspective of American Freedoms by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** confirm, demonstrate, supplement, establish, conviction Home Connection Letter Spanish Home Connection Letter Unit 1 Answer Key **Launch Text** Students will read "*Totally Free?*" They will then be able to participate in discussions about freedom. **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 is the meaning of 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.	**A NEW NATION** **Voices of the Period** Students analyze word meaning and usage of the period. **History of the Period** Students read about causes and effects of the American Revolution and the beginnings of the nation. **Literature Selections** Students preview the selections titles and compare and contrast ways they explore the idea of freedom. **STANDARDS** PI.6	**MAKING MEANING** **Concept Vocabulary** unalienable; constrains; tyranny; assent; acquiesce; rectitude **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Declaration of Independence: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Declaration of Independence: 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: unalienable; constrains; tyranny; assent; acquiesce; rectitude **Word Study: Latin Root: *-rect-*** Students complete activities related to the Latin Root – *rect-*. Concept Vocabulary and Word Study Word Study: Latin Root: *-rect-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Changes in Syntax and Usage** Students identify changes in syntax and usage. Conventions and Style: Changes in Syntax and Usage

Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? **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.11-12.6; PI.12; PIII			Students conduct research on the Declaration of Independence. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence **Analyze Craft & Structure Author's Purpose: Argumentation** Students will analyze a variety of persuasive appeals. Analyze Craft and Structure: Author's Purpose: Argumentation Analyze Craft and Structure: Author's Purpose: Argumentation (RP) **STANDARDS** RI.11-12.1; RL.11-12.8; RI.11-12.9; RI.11-12.10; PI.6; PI.10a; PII.1	Conventions and Style: Changes in Syntax and Usage (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Editorial** Students write an editorial for a local school newspaper. Writing to Sources: Editorial Writing to Sources: Editorial (RP) **Speaking and Listening: Class Discussion** Students participate in a class discussion. Speaking and Listening: Class Discussion Speaking and Listening: Class Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Declaration of Independence **STANDARDS** W. 11-12.1; SL.11-12.1.c; L.11-12.1.a; L.11-12.1.b; L.11-12.3.a; L.11-12.4.b; L.11-12.4.c; PI.6; PI.9

***my*Perspectives EL Support**				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 5) Personalize for Learning English Language Support: Vocabulary for QuickWrite (TE p 9)		Personalize for Learning English Language Support: Unfamiliar Words/ Figurative Language (TE p 13)	Audio Summary Declaration of Independence: Accessible Leveled Text Analyze Craft and Structure: Author's Purpose: Argumentation (RP) (TE p 25) Personalize for Learning English Language Support: Unfamiliar Words (TE p 19) Personalize for Learning English Language Support: Antiquated Language (TE p 21) Personalize for Learning English Language Support: Identifying Persuasion in an Argument (TE p 25) English Language Support Lesson: Persuasive Techniques(On Realize)	Word Study: Latin Root: *-rect-* (RP) (TE p 26) Conventions: Changes in Syntax and Usage (RP) (TE p 27) Writing to Sources: Editorial (RP) (TE p 28) Speaking and Listening: Class Discussion (RP) Personalize for Learning English Language Support: Antiquated Language (TE p 27) Personalize for Learning English Language Support: Choral Reading (TE p 29)
***ELD Companion* Support**				
Unit 1, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Nouns without Plurals Word Study: Introduce Related Words **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.8;	**Unit 1, Lesson 1** **Whole Group** Argumentative Essay **Work Time Instruction** Reteach: Related Words Argumentative Essay: Brainstorm Ideas **Work Time Assignments** Word Study: Related Words Interactive Reader	**Unit 1, Lesson 2** **Vocabulary** Selection: *clandestine, virtual* Academic: *considered, image, judgment, repeated* **Read Aloud, Think Aloud**" "Dear Birth Mother, Please Hit Reply." **Classroom Conversation** Whole Class Discussion	**Unit 1, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Nouns without Plurals Word Study: Introduce Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10;	**Unit 1, Lesson 3** **Whole Group** Identify Claims and Counterclaims **Work Time Instruction** Reteach: Multisyllabic Words Argumentative Essay: Claims and Counterclaims **Work Time Assignments**

RI.11-12.10; RI.11-12.11; RI.11-12.12; RII.11-12.1; RII.11-12.2; RII.11-12.3; RII.11-12.4; RIII.11-12	Argumentative Essay: Brainstorm **Standards** RI.11-12.1; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.8; RI.11-12.10; RI.11-12.11; RI.11-12.12; RII.11-12.1; RII.11-12.2; RII.11-12.3; RII.11-12.4; RIII.11-12	**Standards** RI.11-12.1; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.7; RI.11-12.8; RI.11-12.12; RII.11-12.1; RII.11-12.2	RI.11-12.11; RI.11-12.12; RII.11-12.1; RII.11-12.2; RII.11-12.3; RII.11-12.4; RIII.11-12	Word Study: Multisyllabic words Argumentative Essay: Claims and Counterclaims **Standards** RI.11-12.2; RI.11-12.4; RI.11-12.5; RI.11-12.8; RI.11-12.10; RI.11-12.11; RI.11-12.12; RII.11-12.1; RII.11-12.2; RII.11-12.3; RII.11-12.4; RIII.11-12

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Preamble to the Constitution Gouverneur Morris Bill of Rights James Madison SE pp 30-35	**SELECTION** Anchor Text Preamble to the Constitution Gouverneur Morris Bill of Rights James Madison SE pp 36-37	**SELECTION** Anchor Text Preamble to the Constitution Gouverneur Morris Bill of Rights James Madison SE pp 38-39	**SELECTION** Anchor Text Speech in the Convention Benjamin Franklin SE pp 40-47	**SELECTION** Anchor Text Speech in the Convention Benjamin Franklin SE pp 48-49
MAKING MEANING **Concept Vocabulary** exercise; abridging; petition; redress; infringed; prescribed **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Preamble to the Constitution/Bill of Rights: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Preamble to the Constitution/Bill of Rights: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: exercise; abridging; petition; redress; infringed; prescribed **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. **Conventions and Style: Punctuation for Enumeration** Students identify examples of parallel structure. Conventions and Style: Punctuation for Enumeration	**EFFECTIVE EXPRESSION** **Writing to Sources: Extended Definition** Students write an extended definition of a key word or concept presented in that amendment. Writing to Sources: Extended Definition Writing to Sources: Extended Definition (RP) **Speaking and Listening: Speech** Students write and deliver a speech about the Bill of Rights. Speaking and Listening: Speech Speaking and Listening: Speech (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST**	**MAKING MEANING** **Concept Vocabulary** infallibility; despotism; corrupted; prejudices; salutary; integrity **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 in the Convention: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Speech in the Convention: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: infallibility; despotism; corrupted; prejudices; salutary; integrity **Word Study: Latin Suffix: *-ity*** Concept Vocabulary and Word Study Word Study: Latin Suffix: *-ity* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Syntax and Rhetoric** Students identify examples of parallel and nonparallel structure. Conventions and Style: Syntax and Rhetoric

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 & Structure Author's Choices: Structure** Students will analyze the structure of the readings. Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP) **STANDARDS** RI.11-12.5; RI.11-12.5.a; RI.11-12.9; RI.11-12.10; PI.6; PI.9	Conventions and Style: Punctuation for Enumeration (RP) **STANDARDS** L.11-12.a; L.11-12.4; L.11-12.4.c; PII.3; PII.4	Selection Test: Preamble to the Constitution/The Bill of Rights **STANDARDS** W.11-12.2.b; SL.11-12.4; PI.9	Students research one unfamiliar detail from the text. **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 Craft & Structure Author's Purpose: Rhetoric** Students will analyze rhetorical devices in the speech. Analyze Craft and Structure: Author's Purpose: Rhetoric Analyze Craft and Structure: Author's Purpose: Rhetoric (RP) **STANDARDS** RI.11-12.1; RI.11-12.6; RI.11-12.10; PI.6; PI.6c; PI.9; PI.10a	Conventions and Style: Syntax and Rhetoric (RP) **STANDARDS** L.11-12.2; L.11-12.3.a; L.11-12.4.c

***my*Perspectives EL Support**				
Audio Summary Preamble to the Constitution/Bill of Rights: Accessible Leveled Text Analyze Craft and Structure: Structure (RP) (TE p 35) Personalize for Learning English Language Support: Unfamiliar words and Expressions (TE p 30) Personalize for Learning English Language Support: Choral Reading (TE p 31) Personalize for Learning English Language Support: Antiquated Language (TE p 34)	Word Study: Multiple-Meaning Words (RP) (TE p 36) Conventions and Style: Punctuation for Enumeration (RP) (TE p 37) Personalize for Learning English Language Support: Understanding Multiple-Meaning Words (TE p 36) English Language Support Lesson: Multiple-Meaning Words (On Realize)	Writing to Sources: Extended Definition (RP) (TE p 38) Speaking and Listening: Speech (RP) (TE p 39) Personalize for Learning English Language Support: Writing and Delivering a Speech (TE p 39)	Audio Summary Speech in the Convention: Accessible Leveled Text Analyze Craft and Structure: Rhetoric (RP) (TE p 47) Personalize for Learning English Language Support: Unfamiliar Words (TE p 41) Personalize for Learning English Language Support: Paraphrasing for Comprehension (TE p 43) Personalize for Learning English Language Support: Rhetorical Devices (TE p 47) English Language Support Lesson: Persuasive Devices (On Realize)	Word Study: Latin Suffix: *-ity* (RP) (TE p 48) Conventions and Style: Syntax and Rhetoric (RP) (TE p 49)
***ELD Companion* Support**				
Unit 1, Lesson 4 **Vocabulary** Selection: *obsessive, tantalizingly* Academic: *concern, mentioned, occasionally, occurred* **Read Aloud, Think Aloud**	**Unit 1, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Related Words Word Study: Introduce Multisyllabic Words	**Unit 1, Lesson 5** **Whole Group** Organize Ideas **Work Time Instruction** Word Study Reader: Myths Explanatory Essay: Draft **Work Time Assignments**	**Unit 1, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Introduce Compound Words	**Unit 1, Lesson 6** **Work Time Instruction** Reteach: Compound Words Argumentative Essay: Draft **Work Time Assignments** Word Study: Compound Words Interactive Reader

"Dear Birth Mother, Please Hit Reply" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12	Word Study: Related Words and Multisyllabic Words Argumentative Essay: Write an Outline **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12	**Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12	Argumentative Essay: Draft **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Speech in the Convention Benjamin Franklin SE pp 50-51	**SELECTION** The American Revolution: Visual Propaganda SE pp 52-57	**SELECTION** The American Revolution: Visual Propaganda SE pp 58-59	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 60-64	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 65-67
EFFECTIVE EXPRESSION **Writing to Sources: Evaluation** Students write an evaluation of the speech. Writing to Sources: Evaluation Writing to Sources: Evaluation (RP) **Speaking and Listening: Video Recording** Students make a video recording of a dramatic delivery of Franklin's speech. Speaking and Listening: Video Recording Speaking and Listening: Video Recording (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Speech in the Convention **STANDARDS**	**MAKING MEANING** **Media Vocabulary** propaganda; appeal; symbolism **First Review** 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 The American Revolution: Visual Propaganda **Comprehension Check** Students complete comprehension questions. **STANDARDS** RI.11-12.10; L.11-12.6; PI.1; PI.8	**EFFECTIVE EXPRESSION** **Speaking and Listening: Political Infomercial** Students develop a political infomercial for an imaginary politician. Speaking and Listening: Multimedia Presentation **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.11-12.5.a; RI.11-12.7; SL.11-12.5	**PERFORMANCE TASK** **Write an Argumentative Essay** Students write an argument taking a position on the Preamble or the Declaration of Independence. **PreWriting/Planning** Students break down the prompt, gather evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.1.a-f; W.11-12.8; W.11-12.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Create Cohesion: Tense Sequence** Students use logic to sequence verbs to improve 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 argumentative and share in small groups. **Reflecting** Students reflect on their arguments. **STANDARDS** W.11-12.1.c; W.11-12.1.d; W.11-12.5; L.11-12.1

W.11-12.1; W.11-12.1.f; SL.11-12.3; SL.11-12.5; PI.1; PI.11				
***my*Perspectives EL Support**				
Writing to Sources: Evaluation (RP) (TE p 50) Speaking and Listening: Video Recording (RP) (TE p 51) Personalize for Learning English Language Support: Fact and Opinion (TE p 50)	Audio Summary The American Revolution: Visual Propaganda Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 52) Personalize for Learning English Language Support: Background (TE p 55)			
***ELD Companion* Support**				
Unit 1, Lesson 7 **Vocabulary** Selection: *loftily, nonchalantly* Academic: *confines, committed, debated, searched* **Read Aloud, Think Aloud**" "The Fun They Had" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 1, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Introduce Collocations **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 1, Lesson 8** **Work Time Instruction** Reteach: Collocations **Work Time Assignments** Word Study: Collocations **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 1, Lesson 9** **Vocabulary** Selection: *melancholy, aloof* Academic: *approaching, construction, extended, strength* **Read Aloud, Think Aloud** "Furball Therapy" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 1, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Compound Words Word Study: Introduce Collocations **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PII.11-12.5; PII.11-12.6; PII.11-12.7; PIII.11-12

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 68-71	**SELECTION** from America's Constitution: A Biography Akhil Reed Amar SE pp 72-81	**SELECTION** from The United States Constitution: A Graphic Adaptation Jonathan Hennessey SE pp 82-88	**SELECTION** from The United States Constitution: A Graphic Adaptation Jonathan Hennessey SE pp 89-91	**SELECTION** from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano SE pp 92-99
Essential Question *What is the meaning of 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** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** conclave; eminent; populist **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 America's Constitution: A Biography: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from America's Constitution: A Biography: First Read Extension Questions **Research to Explore** Students research an interesting topic. **Close Read the Text**	**MAKING MEANING** **Media Vocabulary** layout; speech balloon; caption **First Review** 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 United States Constitution: A Graphic Adaptation **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic from the graphic adaptation. **STANDARDS**	**MAKING MEANING** **Close Review** Students will review the graphic representation 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 Vocabulary words: layout; speech balloon; caption Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Informative Essay** Students write an informative essay about the historical documents in the reading. Writing to Compare: Informative Essay **Evidence Log** Students add notes and evidence that will be used to	**MAKING MEANING** **Concept Vocabulary** loathsome; wretched; dejected **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 Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from The Interesting Narrative of the Life of Olaudah Equiano: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**

	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: conclave; eminent; populist **Word Study: Latin Suffix: *-ist*** Concept Vocabulary and Word Study Word Study: Latin Suffix: *-ist* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Author's choices: Rhetoric** Students will identify and clarify analogies. Analyze Craft and Structure: Rhetoric	RI.11-12.10; L.11-12.6; PI.1; PI.6	inform the Performance-Based Assessment. Selection Test: from The United States Constitution: A Graphic Adaptation **STANDARDS** RI.11-12.3; RI.11-12.5; RI.11-12.7; W.11-12.2; W.11-12.9.b	Students research the author, the era, or the topic **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. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: loathsome; wretched; dejected **Word Study: Latin Root: *-ject-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-ject-* **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Literary Nonfiction: Persuasive Purpose** Students will analyze elements of persuasive text.

	Analyze Craft and Structure: Rhetoric (RP) **Author's Style: Historical Narrative as Argument** Students identify examples of the author's use of historical details. Author's Style: Historical Narrative as Argument Author's Style: Historical Narrative as Argument (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: from America's Constitution: A Biography **STANDARDS** RI.11-12.3; RI.11-12.5; RI.11-12.6; RI.11-12.10; L.11-12.4.a; L.11-12.4.c; PI.6c			Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose (RP) **STANDARDS** RI.11-12.6; RI.11-12.10; L.11-12.4; L.11-12.4.c; PI.6b
***my*Perspectives EL Support**				
	Audio Summary from America's Constitution: A Biography : Accessible Leveled Text Word Study: Latin Suffix: *-ist* (RP) (TE p 79) Analyze Craft and Structure: Rhetoric (RP) (TE p 80)	Audio Summary from The United States Constitution: A Graphic Adaptation: Accessible Leveled Text Personalize for Learning English Language Support: Significant Symbols (TE p 83)		Audio Summary from The Interesting Narrative of the Life of Olaudah Equiano: Accessible Leveled Text Word Study: Latin Suffix: *-ject-* (RP) (TE p 98) Analyze Craft and Structure: Literary Nonfiction: Persuasive Purpose (RP)

	Author's Style: Historical Narrative as Argument (RP) (TE p 81) Personalize for Learning English Language Support: Understanding the Latin Suffix *-ist* (TE p 78) English Language Support Lesson: Latin Suffix -ist (On Realize)	Personalize for Learning English Language Support: Analyze the Panels (TE p 87)		(TE p 99)
***ELD Companion* Support**				
Unit 1, Lesson 10 **Whole Group** Revise and Edit Writing **Work Time Instruction** Word Study Reader: Where Do Words Come From? Argumentative Essay: Revise **Work Time Assignments** Word Study: Compound Words and Collocations Argumentative Essay: Revise **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PII.11-12.5; PII.11-12.6; PII.11-12.7; PIII.11-12	**Unit 1, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Open Syllable Patterns **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PII.11-12.5; PII.11-12.6; PII.11-12.7	**Unit 1, Lesson 11** **Work Time Instruction** Reteach: Open Syllable Patterns Argumentative Essay: Peer Conferences **Work Time Assignments** Word Study: Open Syllable Patterns Interactive Reader Argumentative Essay: Peer Conferences **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PII.11-12.5; PII.11-12.6; PII.11-12.7	**Unit 1, Lesson 12** **Vocabulary** Selection: *genetic, traits* Academic: *avoid, control, description, informed* **Read Aloud, Think Aloud**" "Genetic Information and Its Uses" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 1, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Closed Syllable Patterns **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION from The Interesting Narrative of the Life of Olaudah Equiano Olaudah Equiano SE pp 100-101	**SELECTION** Letter to John Adams Abigail Adams From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters Diane Jacobs SE pp 102-113	**SELECTION** Letter to John Adams Abigail Adams From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters Diane Jacobs SE pp 114-115	**SELECTION** Letter to John Adams Abigail Adams From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters Diane Jacobs SE pp 116-117	**SELECTION** **Gettysburg Address** Abraham Lincoln SE pp 118-125
LANGUAGE DEVELOPMENT **Conventions and Style: Eighteenth-Century Narrative Style** Students identify examples of eighteenth-century usage. Conventions and Style: Eighteenth-Century Narrative Style Conventions and Style: Eighteenth-Century Narrative Style (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Argument** Students write an argument related to the abolitionist cause. Writing to Sources: Argument Writing to Sources: Argument (RP) **Evidence Log** Students add notes and evidence that will be used to	**MAKING MEANING** **Concept Vocabulary** vassals; foment; dissented **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Letter to John Adams/ From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Letter to John Adams/ From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail	**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: vassals; foment; dissented **Word Study: Word Families** Concept Vocabulary and Word Study Word Study: Word Families (RP) **Word Network**	**LANGUAGE DEVELOPMENT** **Author's Style: Voice** Students find examples of types of diction, syntax, and tone in the passages. Author's Style: Voice Author's Style: Voice (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students create and deliver an oral presentation based on the selections. 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: Letter to John Adams/Dear Abigail	**MAKING MEANING** **Concept Vocabulary** dedicated; consecrate; hallow **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Gettysburg Address: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Gettysburg Address: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**

inform the Performance-Based Assessment. Selection Test: from The Interesting Narrative of the Life of Olaudah Equiano **STANDARDS** W.11-12.1.f; L.11-12.1; L.11-12.1.a; PI.10b; PII.2	Adams and Her Two Remarkable Sister: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RL.11-12.10; L.11-12.4.a; PI.8; PII.3; PII.4; PII.7	Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Primary and Secondary Sources** Students will analyze how the author uses primary sources to add interest, clarity, and legitimacy to the points being made. Analyze Craft and Structure: Primary and Secondary Sources Analyze Craft and Structure: Primary and Secondary Sources (RP) **STANDARDS** RI.11-12.9; L.11-12.4.b	**STANDARDS** RI.11-12.6; SL.11-12.4; PI.9	Students ask on question about the battle and do research. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: dedicated; consecrate; hallow **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 Choice: Diction** Students will analyze the powerful impact of Lincoln's diction in the speech

				Analyze Craft and Structure: Author's Choice: Diction Analyze Craft and Structure: Author's Choice: Diction (RP) **LANGUAGE DEVELOPMENT** **Author's Style: Rhetorical Devices: Antithesis** Students analyze examples of formal antithesis. Author's Style: Rhetorical Devices: Antithesis Author's Style: Rhetorical Devices: Antithesis (RP) **EFFECTIVE EXPRESSION** **Research: Report** Students write a report that focuses on an aspect of Lincoln's speech. Research: Report Research: Report (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Gettysburg Address **STANDARDS** RI.11-12.6; RI.11-12.9; RI.11-12.10; W.11-12.2; W.11-12.7;

				SL.11-12.3; L.11-12.4; L.11-12.4.d; L.11-12.5.b; PI.12
***my*Perspectives EL Support**				
Conventions and Style: Eighteenth-Century Narrative Style (RP) (TE p 100) English Language Support Lesson: Eighteenth-Century Narrative Style (On Realize) Writing to Sources: Argument (RP) (TE p 101) Personalize for Learning English Language Support: Summaries (TE p 101)	Audio Summary Letter to John Adams/ From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sister: Accessible Leveled Text Personalize for Learning English Language Support: Unpacking a Complex Sentence (TE p 107) Personalize for Learning English Language Support: Nominalization (TE p 110) Personalize for Learning English Language Support: Multiple Meanings (TE p 112)	Word Study: Word Families (RP) (TE p 114) Analyze Craft and Structure: Primary and Secondary Sources (RP) (TE p 115)	Author's Style: Voice (RP) (TE p 116) Speaking and Listening: Oral Presentation (RP) (TE p 117) Personalize for Learning English Language Support: Oral Presentation (TE p 117) English Language Support Lesson: Oral Presentation (On Realize)	Audio Summary Gettysburg Address: Accessible Leveled Text Word Study: Denotation and Connotation (RP) (TE p 122) Analyze Craft and Structure: Author's Choices: Diction (RP) (TE p 123) Author's Style: Rhetorical Devices: Antithesis (RP) (TE p 124) Research: Report (RP) (TE p 125) Personalize for Learning English Language Support: Understanding Antithesis (TE p 124) English Language Support Lesson: Antithesis (On Realize)
***ELD Companion* Support**				
Unit 1, Lesson 13 **Work Time Instruction** Reteach: Latin Roots Explanatory Essay: Present **Work Time Assignments** Word Study: Closed Syllable Patterns Argumentative Essay: Practice Presenting	**Unit 1, Lesson 14** **Vocabulary** Selection: *anguish, preening* Academic: *assigned, assume, continued, emerged* **Read Aloud, Think Aloud** "Million Man March" **Classroom Conversation**	**Unit 1, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Open Syllable Patterns Word Study: Introduce Closed Syllable Patterns	**Unit 1, Lesson 15** **Work Time Instruction** Word Study Reader: Staying Grounded **Work Time Assignments** Word Study: Open Syllable Patterns and Closed Syllable Patterns	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

Standards PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12	Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.2; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12	**Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PIII.11-12	

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE pp 126-127	**INTRODUCE INDEPENDENT LEARNING** SE pp 128-129	**INDEPENDENT LEARNING** SE pp 130-132	**PERFORMANCE-BASED ASSESSMENT** SE pp 133-135	**PERFORMANCE-BASED ASSESSMENT** SE pp 136-137
PERFORMANCE TASK **Present an Argument** As a group, students present a panel discussion asking if narratives provide strong evidence to support arguments about American freedom. **Plan with Your Group** Students analyze the text, make a generalization, gather evidence, and organize the discussion. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1.b; SL.11-12.4; PI.9	**Essential Question** *What is the meaning of 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 the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of freedom. **Evidence Log** Students add notes and evidence that will be used to	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Argument** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argument asking what are the most effective tools for establishing and preserving freedom. **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.1.a-f; W.11-12.10; PI.9; PI.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Video Commentary** Students will use their essay as the foundation for a video commentary. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test

		inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1; PI.1; PI.9		
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Panel Discussions (TE p 127)		Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 131) Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support (TE p 135)	
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

GRADE 11 | UNIT 2: **The Individual and Society**
ESSENTIAL QUESTION: ***What role does individualism play in American Society?***
PERFORMANCE BASED ASSESSMENT: **Personal 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 2 Overview

In this unit, students will read and discuss fitting in and being an individual in a society.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about individualism.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding diction and sentence variety.
- Correctly use concrete, abstract, and compound nouns.
- 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

- *from Up From Slavery*, Booker T. Washington (1090L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1800-1870: *An American Identity*
- Anchor Text, Essay/Poetry: *The Writing of Walt Whitman,* Walt Whitman (1900L)
- Anchor Text, Poetry Collection: *The Poetry of Emily Dickinson,* Emily Dickinson (NP)
- Media, Radio Broadcast: *from Emily Dickinson from Great Lives,* BBC Radio 4

Small-Group Learning

- Philosophical Writing: *from Nature,* Ralph Waldo Emerson (960L)
- Philosophical Writing: *from Self-Reliance,* Ralph Waldo Emerson (980L)
- Philosophical Writing: *from Walden,* Henry David Thoreau (1200L)
- Philosophical Writing: *from Civil Disobedience,* Henry David Thoreau (980L)
- Media, Public Documents: *Innovators and Their Inventions,*
- Poetry: *The Love Song of J. Alfred Prufrock,* T.S. Elliot (NP)
- Short Story: *A Wagner Matinee,* Willa Cather (1410)

Independent Learning

- News Article: *Sweet Land of Conformity?,* Claude Fischer (1310L)
- Literary Criticism: *Reckless Genius,* Galway Kinnell (1400L)
- Short Story: *Hamadi,* Naomi Shihab Nye (790L)
- Short Story: *Young Goodman Brown,* Nathaniel Hawthorne (1210L)

Performance-Based Assessment

Part 1 – Writing to Sources: Personal Narrative

Students will write personal narrative answering the following question:

What significant incident helped me realize that I am a unique individual?

Part 2 – Speaking & Listening: Storytelling Session

Students will use their personal narratives as the basis for an oral storytelling session.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how we fit into a society as individuals.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 138-145	**OVERVIEW** Whole-Class Learning SE pp 146-147	**SELECTION** Historical Perspectives Focus Period: 1800-1870 SE pp 148-151	**SELECTION** Anchor Text The Writing of Walt Whitman Walt Whitman SE pp 152-159	**SELECTION** Anchor Text The Writing of Walt Whitman Walt Whitman SE pp 160-165
Unit Goals Students will deepen their perspective of individualism in American society by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** significant; incident; unique; sequence; impact Home Connection Letter Spanish Home Connection Letter Unit 2 Answer Key **Launch Text** Students will read "*from Up From Slavery".* They will then be able to participate in discussions about the individual and society. **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 role does individualism play in American society?* **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.	**AN AMERICAN IDENTITY** **Voices of the Period** Students analyze what alternative ideology may exist that would be in conflict with individualism. **History of the Period** Students discuss growth in the United States and the influence of individualism. **Literature Selections** Students compare and contrast the genres of poetry and persuasive essay. **STANDARDS** PII.4	**MAKING MEANING** **Concept Vocabulary** ampler; teeming; vast; breadth; prolific; multitudes **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction/Poetry **Read the Selection** Selection Audio The Writing of Walt Whitman: Accessible Leveled Text **STANDARDS** RI.11-12.10; RL.11-12.10; PI.6	**MAKING MEANING** **Read the Selection** Selection Audio The Writing of Walt Whitman: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Writing of Walt Whitman: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research to find out why Whitman was regarded as a revolutionary. **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: 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.11-12.6; PI.5; PI.12				**Analyze Craft and Structure: Poetic Structures** Students will examine examples of Absurdist literature. Analyze Craft and Structure: Poetic Structures Analyze Craft and Structure: Poetic Structures (RP) **STANDARDS** RL11-12.1; RL.11-12.5; RL.11-12.9; RL.11-12.10; RL.11-12.10; PI.6; PI.8
***my*Perspectives EL Support**				
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 141) Personalize for Learning English Language Support: Active Listening (TE p 144)		Personalize for Learning English Language Support (TE p 149) Personalize for Learning English Language Support (TE p 151)	Audio Summary The Writing of Walt Whitman: Accessible Leveled Text Personalize for Learning English Language Support: Comprehension (TE p 158)	Audio Summary The Writing of Walt Whitman: Accessible Leveled Text Analyze Craft and Structure: Poetic Structures (RP) (TE p. 165) Personalize for Learning English Language Support: Unusual Spelling, Punctuation, and Capitalization (TE p 162)

				Personalize for Learning English Language Support: Main Idea (TE p 164) English Language Support Lesson: Poetic Structures (On Realize)
***ELD Companion* Support**				
Unit 2, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Introduce Latin Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 2, Lesson 1** **Whole Group** Write a Narrative Essay **Work Time Instruction** Reteach: Latin Roots Narrative Essay: Plan **Work Time Assignments** Word Study: Latin Roots Interactive Reader Narrative Essay: Plan **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 2, Lesson 2** **Vocabulary** Selection: *lethargic, confinement* Academic: *advanced, fabricated, performance, surveyed* **Read Aloud, Think Aloud**" "A Boy Named Lucas and a Stranger" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 2, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Introduce Prefixes *un-, ex-,* and *-sub* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12;11; PI.11-12.12; PIII.11-12	**Unit 2, Lesson 3** **Whole Group** Narrative Essay: Organize Events in Sequence **Work Time Instruction** Reteach: Prefixes *un-, ex,* and *–sub* Narrative Essay: Organize a Sequence of Events **Work Time Assignments** Word Study: Prefixes *un-, ex,* and *–sub* Narrative Essay: Organize a Sequence of Events **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12;11; PI.11-12.12; PIII.11-12

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Writing of Walt Whitman Walt Whitman SE pp 166-167	**SELECTION** Anchor Text The Writing of Walt Whitman Walt Whitman SE pp 168-169	**SELECTION** Anchor Text The Poetry of Emily Dickinson Emily Dickenson SE pp 170-179	**SELECTION** Anchor Text The Poetry of Emily Dickinson Emily Dickenson SE pp180-181	**SELECTION** Anchor Text The Poetry of Emily Dickinson Emily Dickenson SE pp 182-183
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: ampler; teeming; vast; breadth; prolific; multitudes **Word Study: Latin Combining Form: *multi-*** Students complete activities related to the Latin root *multi-*. Concept Vocabulary and Word Study Word Study: Latin Combining Form: *multi-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Author's Choices: Diction** Students complete activities identifying word choice. Author's Style: Diction Author's Style: Diction (RP) **STANDARDS**	**EFFECTIVE EXPRESSION** **Writing to Sources: Narrative Account** Students write a narrative about something that happened while they were working. Writing to Sources: Narrative Account Writing to Sources: Narrative Account (RP) **Speaking and Listening: Oral Interpretation** Students prepare and deliver an interpretation of one of the poems by Whitman. 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** Selection Test: The Writing of Walt Whitman	**MAKING MEANING** **Concept Vocabulary** emperor; imperial; treason; sovereign; captivity **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio The Poetry of Emily Dickinson: Accessible Text **Comprehension Check** Students complete comprehension questions. The Poetry of Emily Dickinson: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research to find out what happened to Dickinson's writing after her death.	**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: Poetic Structure and Style** Students will examine examples of Absurdist literature. Analyze Craft and Structure: Poetic Structure and Style Analyze Craft and Structure: Poetic Structure and Style (RP) **STANDARDS** RL.11-12.4; RL.11-12.5; PI.3	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: emperor; imperial; treason; sovereign; captivity **Word Study: Word Derivations** Students complete activities related to parts of speech and derivations of related words. Concept Vocabulary and Word Study Word Study: Word Derivations (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Parts of Speech** Students complete activities identifying word choice. Conventions and Style: Parts of Speech Conventions and Style: Parts of Speech (RP)

RL.11-12.4; L.11-12.4.b; L.11-12.4.d	**STANDARDS** W.11-12.3; W.11-12.3.d; W.11-12.3.e; SL.11-12.6; PI.9	**STANDARDS** RL.9-10.10; PI.6; PI.6b; PI.8		**STANDARDS** L.11-12.4.b; L.11-12.4.c; L.11-12.5; PII.4
***my*Perspectives EL Support**				
Word Study: Latin Combining Form: *multi-* (RP) (TE p 166) Author's Style: Diction (RP) (TE p 167)	Writing to Sources: Narrative Account (RP) (TE p 168) Speaking and Listening: Oral Interpretation (RP) (TE p 169) Personalize for Learning English Language Support: Oral Interpretation (TE p 168) English Language Support Lesson: Oral Interpretation (On Realize)	Audio Summary The Poetry of Emily Dickinson Personalize for Learning English Language Support: Figurative Language (TE p 170) Personalize for Learning English Language Support: Figurative Language (TE p 174)	Analyze Craft and Structure: Poetic Structure and Style (RP) (TE p 181) Personalize for Learning English Language Support: Getting the Message (TE p 180) English Language Support Lesson: Texts Messages (On Realize)	Word Study: Word Derivations (RP) (TE p 182) Conventions and Style: Parts of Speech (RP) (TE p 183) Personalize for Learning English Language Support: Nouns (TE p 183)
***ELD Companion* Support**				
Unit 2, Lesson 4 **Vocabulary** Selection: *stanzas* Academic: *content, introduced, ritual, sensitive* **Read Aloud, Think Aloud** "All Good People" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8: PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 2, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Latin Roots Word Study: Introduce Prefixes *un-, ex-,* and *sub-* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 2, Lesson 5** **Whole Group** Narrative Essay: Set the Scene **Work Time Instruction** Word Study Reader: All About Submarines Narrative Essay: Set the Scene **Work Time Assignments** Word Study: Latin Roots and Prefixes *un-, ex-,* and *sub-* Narrative Essay: Set the Scene **Standards**	**Unit 2, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce Suffixes **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 2, Lesson 6** **Whole Group** Organize Reasons and Evidence **Work Time Instruction** Reteach: Suffixes *-ly, -able, -est* Narrative Essay: Draft **Work Time Assignments** Word Study: Suffixes *-ly, -able, -est* Interactive Reader Narrative Essay: Draft **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-

		PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12		12.11; PI.11-12.12; PII.11-12.4; PIII.11-12
DAY 11	**DAY 12**	**DAY 13**	**DAY 14**	**DAY 15**
SELECTION Anchor Text The Poetry of Emily Dickinson Emily Dickenson SE p 184	**SELECTION** Anchor Text The Poetry of Emily Dickinson Emily Dickenson SE p 185	**SELECTION** from Emily Dickinson from Great Lives BBC Radio 4 SE pp 186-191	**PERFORMANCE TASK: WRITING FOCUS** Write a Personal Narrative SE pp 192-194	**PERFORMANCE TASK: WRITING FOCUS** Write a Personal Narrative SE pp 195-199
EFFECTIVE EXPRESSION **Writing to Sources: Blog Post** Students write a blog post in the first-person speaker in Dickinson's poem. Writing to Sources: Blog Post Writing to Sources: Blog Post (RP) **STANDARDS** RL.11-12.7; W.11-12.3; W.11-12.3.d	**EFFECTIVE EXPRESSION** **Speaking and Listening: Class Discussion** Students participate in a class discussion about "The Soul Selects her own Society". Speaking and Listening: Class Discussion Speaking and Listening: Class Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Poetry of Emily Dickinson **STANDARDS** SL.11-12.1.c; SL.11-12.6; PI.9	**MAKING MEANING** **Media Vocabulary** Students complete activities related to the media Vocabulary words: host; interview; commentary Media Vocabulary **First Review** Students Listen, Note, Connect, Respond as they listen to the broadcast First Review Guide: Media-Audio **Listen to the Selection** Selection Audio from Emily Dickinson **Comprehension Check** Students complete comprehension questions. **Close Review** Students will listen to the broadcast again and write down new observations. Close-Review Guide: Media-Audio	**PERFORMANCE TASK** **Write a Personal Narrative** Students write a personal essay about a personal experience. **PreWriting/Planning** Students establish the situation, gather evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.3.a-e; W.11-12.10	**PERFORMANCE TASK** **LANGUAGE DEVELOPMENT: CONVENTIONS** **Add Variety: Precise Words and Phrases** Students choose precise language to express their 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 narratives and share in small groups. **Reflecting** Students reflect on their narratives. **STANDARDS** W.11-12.3.b; W.11-12.3.d; W.11-12.3.e; PI.1

		Analyze the Media Students will respond to questions about the broadcast. **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: host; interview; commentary Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Compare-and-Contrast Essay** Students will write an essay describing Lewis's interpretations of "I'm Nobody! Who are you?" 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** RL11-12.7; SL.11-12.3; RI.11-12.10; PI.5: PI.6		

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Writing to Sources: Blog Post (RP) (TE p 184)	Speaking and Listening: Class Discussion (RP) (TE p 185) Personalize for Learning English Language Support: Pronunciation (TE p 185)	Audio Summary Personalize for Learning English Language Support: Group Discussion (TE p 187) Personalize for Learning English Language Support: Compare Text and Audio (TE p 189)		Personalize for Learning English Language Support: Difficult Concepts (TE p 196)
***ELD Companion* Support**				
Unit 2, Lesson 7 **Vocabulary** Selection: *deploys, portable* Academic: *abandoned, alternative, dissatisfaction, negative* **Read Aloud, Think Aloud**" "Almost Astronauts" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 2, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce the Influence of Spanish on English **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 2, Lesson 8** **Whole Group** Narrative Essay: Write a Satisfying Conclusion **Work Time Instruction** Reteach: The Influence of Spanish on English **Work Time Assignment** Word Study: The influence of Spanish on English **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 2, Lesson 9** **Vocabulary** Selection: *sustain, proximity* Academic: *natural, noted, position, speculated* **Read Aloud, Think Aloud** "What Are Friends For? A Longer Life" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 2, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Suffixes Word Study: The Influence of Spanish on English **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 200-203	**SELECTION** from Nature from Self-Reliance Ralph Waldo Emerson SE pp 204-210	**SELECTION** from Nature from Self-Reliance Ralph Waldo Emerson SE pp 210-213	**SELECTION** from Walden from Civil Disobedience Henry David Thoreau SE pp 214-226	**SELECTION** from Walden From Civil Disobedience Henry David Thoreau SE pp 226-229
Essential Question *What role does individualism play in American society?* **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** sanctity; transcendent; redeemers **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 Nature/from Self-Reliance: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Nature/from Self-Reliance: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: sanctity; transcendent; redeemers **Word Study: Latin Root: *-sanct-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-sanct-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Development of Ideas** Students will analyze Emerson's presentation of his vision. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP)	**MAKING MEANING** **Concept Vocabulary** sufficed; superfluous; vital **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 Walden/from Civil Disobedience: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Walden/from Civil Disobedience: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: sufficed; superfluous; vital **Word Study: Latin Prefix: *super-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *super-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Author's Point of View** Students will analyze Thoreau's implicit assumptions on a variety of issues. Analyze Craft and Structure: Author's Point of View Analyze Craft and Structure: Author's Point of View (RP)

	Students research 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. **STANDARDS** RI.11-12.10; L.11-12.4.a	**Conventions and Style: Sentence Variety** Students complete activities identifying kinds of sentences. Conventions and Style: Sentence Variety Conventions and Style: Sentence Variety (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Story Element** Students write a story element for a first-person narrative related to Emerson's ideas. Writing to Sources: Story Elements Writing to Sources: Story Elements (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: from Nature/from Self-Reliance **STANDARDS** RI.11-2.2; RI.11-12.5; RI.11-12.7; W.11-12.3; L.11-12.3; L.11-12.3.a; L.11-12.4.c; PI.1	Students research 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. Analyzing the Text **STANDARDS** RI.11-12.10; L.11-12.4.b; PI.6	**Conventions and Style: Author's Style** Students complete activities identifying the writer's style. Conventions and Style: Author's Style Conventions and Style: Author's Style (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Discussion** Students hold a discussion responding to excerpts from Thoreau's philosophical writings. Speaking and Listening: Discussion Speaking and Listening: Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: from Walden/from Civil Disobedience **STANDARDS** RI.11-2.1; RI.11-12.6; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; L.11-12.4.b; PI.1

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	Audio Summary from Nature/from Self-Reliance: Accessible Leveled Text	Word Study: Latin Root: *-sanct-* (RP) (TE p 210) Analyze Craft and Structure: Development of Ideas (RP) (TE p 211) Conventions and Style: Sentence Variety (RP) (TE p 212) Writing to Sources: Story Elements (RP) (TE p 213) Personalize for Learning English Language Support: Using *Wh-* Questions (TE p 211) English Language Support Lesson: Using Wh-Questions (On Realize)	Audio Summary from Nature/from Self-Reliance: Accessible Leveled Text Personalize for Learning English Language Support: Close Read (TE p 220)	Word Study: Latin Prefix: *super-* (RP) (TE p 226) Analyze Craft and Structure: Author's Point of View (RP) (TE p 227) Conventions and Style: Author's Style (RP) (TE p 228) Speaking and Listening (RP) (TE p 229) Personalize for Learning English Language Support: Taking Part in Discussion (TE p 228) English Language Support Lesson: Discussion (On Realize)
***ELD Companion* Support**				
Unit 2, Lesson 10 **Whole Group** Narrative Essay: Revise and Edit **Work Time Instruction** Word Study Reader: Public Spaces Narrative Essay: Peer Conference and Review **Work Time Assignments** Word Study: Suffixes *–ly, -able, -est* Narrative Essay: Peer Conference and Review	**Unit 2, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Multiple Meaning Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 2, Lesson 11** **Work Time Instruction** Reteach: Multiple Meaning Words Narrative Essay: Edit **Work Time Assignments** Word Study: Multiple Meaning Words Interactive Reader Narrative Essay: Edit **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-	**Unit 2, Lesson 12** **Vocabulary** Selection: *essential* Academic: *ascertained, attempted, involved, possess* **Read Aloud, Think Aloud**" "Brothers" and " Someone Who Used to Have Someone" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6;	**Unit 2, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Word Families **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12

Standards PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12		12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PI.11-12.2	

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Innovators and Their Inventions SE pp 230-235	**SELECTION** The Love Song of J. Alfred Prufrock T.S. Eliot SE pp 236-244	**SELECTION** The Love Song of J. Alfred Prufrock T.S. Eliot SE pp 244-247	**SELECTION** A Wagner Matinee Will Cather SE pp 248-257	**SELECTION** A Wagner Matinee Will Cather SE pp 258-261
MAKING MEANING **Media Vocabulary** specifications; cross-section; figure **First Review** Students Look, Note, Connect, Respond as they review the media the first time. First-Review Guide: Media: Art/Photography **Read the Selection** Selection Audio Innovators and Their Inventions **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research the patent process. **Close Review** Students will review the technical drawings and first-	**MAKING MEANING** **Concept Vocabulary** tedious; indecisions; digress **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio The Love Song of J. Alfred Prufrock: Accessible Text **Comprehension Check** Students complete comprehension questions. The Love Song of J. Alfred Prufrock: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research Modernism. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** tedious; indecisions; digress **Word Study: Latin Prefix: *di-* / *dis-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *di-* / *dis-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Poetic Structure** Students will identify details that reveal Prufrock's personal qualities. Analyze Craft and Structure: Poetic Structures Analyze Craft and Structure: Poetic Structures (RP) **Conventions and Style: Compound Nouns** Students find examples of compound nouns. Conventions and Style: Compound Nouns	**MAKING MEANING** **Concept Vocabulary** overture; motifs; prelude **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio A Wagner Matinee: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. A Wagner Matinee: 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	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: overture; motifs; prelude **Word Study: Word Derivations** Concept Vocabulary and Word Study Word Study: Word Derivations (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Character Development** Students will analyze methods of characterization. Analyze Craft and Structure: Character Development Analyze Craft and Structure: Character Development (RP) **Conventions and Style: Figurative Language**

review notes and record any new observations. Close Review **Analyze the Media** Students will respond to questions about the drawings, citing textual evidence. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Concept Vocabulary words: specifications; cross-section; figure Media Vocabulary **EFFECTIVE EXPRESSION** **Speaking and Listening: Speech** Students present a speech and debate about how the public documents have changed people's lives. Speaking and Listening: Speech Speaking and Listening: Speech (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS**	Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.11-12.10; L.11-12.4.a; PI.8	Conventions and Style: Compound Nouns (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Digital Presentation** Students create a presentation about J. Alfred Prufrock's worldview. Writing to Sources: Digital Presentation Writing to Sources: Digital Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Love Song of J. Alfred Prufrock **STANDARDS** RL.11-12.5; RL.11-12.6; RL.11-12.10; SL.11-12.5; L.11-12.1; L.11-12.2.a; L.11-12.4.a; L.11-12.4.b; PI.8	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.11-12.10; L.11-12.4.b; PI.6; PI.8	Students analyze types of figurative language. Conventions and Style: Figurative Language Conventions and Style: Figurative Language (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Research Report** Students write a report to help readers understand the historical context the Cather's story. Writing to Sources: Research Report Writing to Sources: Research Report (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: A Wagner Matinee **STANDARDS** RL.11-12.3; RL.11-12.4; W.11-12.2; W.11-12.7; L.11-12.4.c; L.11-12.5.a; PI.10a

RI.11-12.5.a; RI.11-12.10; SL.11-12.b; L.11-12.6; PI.11a; PII.2				
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Speaking and Listening: Speech (RP) (TE p 223) Personalize for Learning English Language Support: Nominalization (TE p 230) Personalize for Learning English Language Support: Sentence Starters (TE p 235)	Audio Summary The Love Song of J. Alfred Prufrock: Accessible Text Personalize for Learning English Language Support: Analyzing Diction (TE p 237) Personalize for Learning English Language Support: Understanding Idioms (TE p 241)	Word Study: Latin Prefix: *di- / dis-* (RP) (TE p 244) Analyze Craft and Structure: Poetic Structure (RP) (TE p 245) Conventions and Style: Compound Nouns (RP) (TE p 246) Writing to Sources: Digital Presentation (RP) (TE p 247) Personalize for Learning English Language Support: Analyzing Diction (TE p 237) Personalize for Learning English Language Support: Understanding Idioms (TE p 241) Personalize for Learning English Language Support: Creating a Character "Sketch" (TE p 245) English Language Support Lesson: Character Sketch (On Realize)	Audio Summary A Wagner Matinee: Accessible Leveled Text Personalize for Learning English Language Support: Specialized Vocabulary (TE p 249) Personalize for Learning English Language Support: Connotation (TE p 255)	Word Study Greek Word Derivations(RP) (TE p 258) Analyze Craft and Structure: Character Development (RP) (TE p 259) Conventions and Style: Figurative Language (RP) (TE p 260) Writing to Sources (RP) (TE p 261) Personalize for Learning English Language Support: Choosing Topics and Key Words (TE p 261) English Language Support Lesson: Choosing Topics and Key Words (On Realize)

***ELD Companion* Support**				
Unit 2, Lesson 13 **Work Time Instruction** Reteach: Word Families Narrative Essay: Presentation Practice **Work Time Assignments** Word Study: Word Families Narrative Essay: Presentation Practice **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12PII.11-12.3; PII.11-12.4; PIII.11-12	**Unit 2, Lesson 14** **Vocabulary** Selection: *havoc, toxic* Academic: *conclusion, distorted, expanded, reflection* **Read Aloud, Think Aloud** "Young Environmentalists" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8: PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 2, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Multiple Meaning Words Word Study: Introduce Word Families **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 2, Lesson 15** **Work Time Instruction** Word Study Reader: Drums **Work Time Assignments** Word Study: Multiple Meaning Words and Word Families **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Personal Narrative SE pp 262-263	**INTRODUCE INDEPENDENT LEARNING** SE pp 264-265	**INDEPENDENT LEARNING** SE pp 266-269	**PERFORMANCE-BASED ASSESSMENT** SE pp 269-271	**PERFORMANCE-BASED ASSESSMENT** SE pp 272-273
PERFORMANCE TASK **Deliver an Explanatory Presentation** As a group, students deliver a group speech about when it might be difficult of march to the beat of a "different drummer". **Plan With Your Group** Students will analyze the text, connect evidence to experiences, and organize the presentation. **Rehearse With Your Group** Students practice the presentation, fine-tune the content and brush up on presentation techniques. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1.b; SL.11-12.3; SL.11-12.4.a; PI.9	**Essential Question** *What role does individualism play in American society?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for a Personal Narrative** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Personal Narrative** Students will write a personal narrative describing an event from their life that helped them realize they are a unique individual. **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.3.a-e; W.11-12.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Storytelling Session** Students use their narratives as the basis for an oral storytelling session. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1; SL.11-12.1.a; SL.11-12.4; SL.11-12.6

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Delivering a Speech (TE p 263)		Accessible Leveled Texts for Independent Learning Selections (On Realize)		
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

GRADE 11 | UNIT 3: **Power, Protest, and Change**
ESSENTIAL QUESTION: ***In what ways does the struggle for freedom change with history?***
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 real and fictional people who are protesting various injustices.

Unit Goals

Students will be able to:

- Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay that has a clear structure and that draws evidence from texts and original research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use appropriate and varied sentence structures to create cohesion and clarify relationships.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- The Zigzag Road to Rights (1160L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1850-1890: *Civil War and Social Change*
- Anchor Text, Speech: *from What to the Slave is the Fourth of July?,* Frederick Douglass (1220L)
- Anchor Text, Speech: *Second Inaugural Address,* Abraham Lincoln (1490)
- Media, Image Gallery: *Perspectives on Lincoln*

Small-Group Learning

- Speech: *Ain't I a Woman?,* Sojourner Truth (750L)
- Public Document: *Declaration of Sentiments,* Elizabeth Cody Stanton (1490L)
- Media, Podcast: *Giving Women the Vote,* Sandra Sleight-Brennan
- Short Story: *The Story of an Hour,* Kate Chopin (960L)
- Legal Opinion: *Brown v. Board of Education: Opinion of the Court,* Earl Warren (1370L)
- Magazine Article: *Was Brown v. Board a Failure?*, Sarah Garland (1340L)

Independent Learning

- Poetry Collection 1: *The Poetry of Langston Hughes:* Langston Hughes (NP)
- Poetry Collection 2: *Douglass:* Paul Laurence Dunbar (NP)
- Poetry Collection 2: *The Fifth Fact:* Sarah Browning (NP)
- Poetry Collection 2: *Who Burns for the Perfection of Paper:* Martin Espade (NP)
- History: *from the Warmth of Other Suns,* Isabel Wilkerson (1330L)
- Essay: *What a Factory Can Teach a Housewife,* Ida Tarbell (1210L)
- Personal Essay: *from Books as Bombs,* Louis Menand (1260L)
- Media, Podcast: *A Balance Between Nature and Nurture,* Gloria Steinem

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:

What motivates people to struggle for change?

Part 2 – Speaking & Listening: Podcast

After writing their essay, students use it as a foundation for a podcast.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how people have protested for change in our country.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 274-281	**OVERVIEW** Whole-Class Learning SE pp 282-283	**SELECTION** Historical Perspective Focus Period 1850-1890 SE pp 284-287	**SELECTION** Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass SE pp 288-293	**SELECTION** Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass SE pp 294-295
Unit Goals Students will deepen their perspective on the literature of protest and change by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** informational; inquire; verbatim; deduction; specific Home Connection Letter Spanish Home Connection Letter Unit 3 Answer Key **Launch Text** Students will read "The Zigzag Road to 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** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *In what ways does the struggle for freedom change with history?* **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.	**CIVIL WAR AND SOCIAL CHANGE** **Voices of the Period** Students analyze the words of key people during slavery and Civil War, including an author, a resident, and an abolitionist. **History of the Period** Students discuss how the Civil War and the expansion afterwards make it possible for the United States and its people to grow and mature. **Literature Selections** Students explore the different ways fiction and nonfiction selections of the time present events. **STANDARDS** PII.3; PII.5	**MAKING MEANING** **Concept Vocabulary** obdurate; stolid; disparity; denounce; equivocate; conceded **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 What to the Slave Is the Fourth of July: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from What to the Slave Is the Fourth of July: 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	**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 Argumentative Structure** Students will discuss Frederick Douglass's arguments in his speech. Analyze Craft and Structure: Argumentative Structure Analyze Craft and Structure: Argumentative Structure (RP) **STANDARDS** RI.11-12.1; RI.11-12.5; RI.11-12.8; PI.7; PII.6

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.11-12.6; PI.11b; PII.5			text and formulate a research question. **STANDARDS** RI.11-12.10; PI.1.6C	

***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Provide Context (TE p 277) Personalize for Learning English Language Support: Adjectives (TE p 280)		Personalize for Learning English Language Support: Verb Tense (TE p 285) Personalize for Learning English Language Support: Time Sequence Words (TE p 287)	Audio Summary from What to the Slave Is the Fourth of July: Accessible Leveled Text Personalize for Learning English Language Support: Related Words (TE p 292)	Analyze Craft and Structure: Argumentative Structure (RP) (TE p 295) Personalize for Learning English Language Support: Sentence Starters (TE p 294) Personalize for Learning English Language Support: Argumentative Structure (TE p 295) English Language Support Lesson: Argumentative Structure (On Realize)
***ELD Companion* Support**				
Unit 3, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Articles with Proper Nouns Word Study: Introduce Related Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 3, Lesson 1** **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study: Related Words Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 3, Lesson 2** **Vocabulary** Selection: *innovation, amplifying* Academic: *complicated, concentrate, hostile, prediction* **Read Aloud, Think Aloud**" "Occupy Wall Street" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 3, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Proper Nouns Word Study: Introduce Structure for Parts of Speech **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 3, Lesson 3** **Work Time Instruction** Reteach: Structure for Parts of Speech **Work Time Assignments** Word Study: Structure for Parts of Speech **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass SE pp 296-297	**SELECTION** Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass SE p 298	**SELECTION** Anchor Text from What to the Slave Is the Fourth of July Frederick Douglass . SE p 299	**SELECTION** Anchor Text Second Inaugural Address Abraham Lincoln SE pp 300-303	**SELECTION** Anchor Text Second Inaugural Address Abraham Lincoln SE pp 304-305
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: obdurate; stolid; disparity; denounce; equivocate; conceded **Word Study: Latin Prefix: *ob-*** Students complete activities with the Latin root *ob-* Concept Vocabulary and Word Study Word Study: Latin Prefix: o*b-* (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 noun phrases and verb phrases. Conventions: Types of Phrases	**EFFECTIVE EXPRESSION** **Writing to Sources Informative Paragraph** Students write a paragraph drawing connections between their research and Douglass's speech. Writing to Sources: Informative Paragraph Writing to Sources: Informative Paragraph (RP) **STANDARDS** W.11-12.2; W.11-12.2.e	**EFFECTIVE EXPRESSION** **Speaking and Listening Dramatic Reading** Students give a dramatic reading of a passage from the speech. 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** Selection Test: What to the Slave is the Fourth of July? **STANDARDS** SL.11-12.3	**MAKING MEANING** **Concept Vocabulary** insurgent; perish; rend; scourge; unrequited; malice **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Second Inaugural Address: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Second Inaugural Address: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Structure** Students will analyze the differences between Lincoln's inaugural speeches. Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP) **STANDARDS** RI.9-10.2; RI.11-12.5; RI.9-10.6; RI.9-10.9

Conventions: Types of Phrases (RP) **STANDARDS** L.11-12.1; L.11-12.3; L.11-12.4.c; PI.12			**Research to Explore** Students choose something from the text that interests them and formulate research question. **STANDARDS** RI.11-12.10; PI.8	
***my*Perspectives EL Support**				
Word Study: Latin Prefix: *ob-* (RP) (TE p 296) Conventions: Types of Phrases (RP) (TE p 297) Personalize for Learning English Language Support: Word History (TE p 297)	Writing to Sources: Informative Paragraph (RP) (TE p 298)	Speaking and Listening: Dramatic Reading (RP) (TE p 299)	Audio Summary Second Inaugural Address: Accessible Leveled Text Personalize for Learning English Language Support: Figures of Speech (TE p 301)	Analyze Craft and Structure: Structure (RP) (TE p 305)
***ELD Companion* Support**				
Unit 3, Lesson 4 **Vocabulary** Selection: *mundane* Academic: *attract, security, urban, vague* **Read Aloud, Think Aloud** "That Looks Like Garbage" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PII.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 3, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Related Words Word Study: Introduce Structure for Parts of Speech **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 3, Lesson 5** **Work Time Instruction** Word Study Reader: The Secret of Caves **Work Time Assignments** Word Study: Related Words and Structure for Parts of Speech **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 3, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Forms of the Verb "to be" Word Study: Introduce Suffixes *–ion, -ity,* and *-ive* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12	**Unit 3, Lesson 6** **Work Time Instruction** Reteach: Suffixes *–ion, -ity,* and *-ive* **Work Time Assignments** Word Study: Suffixes *–ion, -ity,* and *-ive* Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.4; PIII.11-12

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Second Inaugural Address Abraham Lincoln SE pp 306-307	**SELECTION** Anchor Text Second Inaugural Address Abraham Lincoln SE pp 308-309	**SELECTION** Media: Image Gallery Perspectives on Lincoln SE pp 310-317	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 318-322	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 323-325
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: insurgent; perish; rend; scourge; unrequited; malice **Word Study: Synonyms and Nuances** Students complete activities related to the synonyms. Concept Vocabulary and Word Study Word Study: Synonyms and Nuances (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Types of Phrases** Students identify adverb and adjective phrases. Conventions and Style: Types of Phrases Conventions and Style: Types of Phrases (RP) **STANDARDS**	**EFFECTIVE EXPRESSION** **Writing to Sources: Informative Eyewitness Account** Students write an eyewitness account in the form of a letter or journal entry. Writing to Sources: Informative Eyewitness Account Writing to Sources: Informative Eyewitness Account (RP) **Speaking and Listening: Reading and Discussion** Students prepare a reading and discussion of key passages from Lincoln's speech. Speaking and Listening: Reading and Discussion Speaking and Listening: Reading and Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Media Vocabulary** composition; caricature; labeling and captions Media Vocabulary **First Review** Students Look, Note, Connect, Respond as they study the images. First Review Guide: Media: Art and Photography **View the Selection** Selection Audio Perspectives on Lincoln **Comprehension Check** Students complete comprehension questions. **Close Review** Students will listen to the broadcast again and write down new observations. Close-Review Guide: Media: Art and Photography **Analyze the Media** Students will respond to questions about the interview.	**PERFORMANCE TASK** **Write an Informative Essay** Students write an essay that looks at American history after the Civil War. **PreWriting/Planning** Students write a working thesis, compare and contrast, gather evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.2.a-f; W.11-12.7; W.11-12.10: PI.10; PII.6	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Syntax: Sentence Patterns** Students identify sentence patterns. **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 informative essays. **STANDARDS** W.11-12.2.c; W.11-12.2.d; W.11-12.2.f; W.11-12.5; L.11-12.a

L.11-12.1; L.11-12.3; L.11-12.5.b; L.11-12.6	Selection Test: Second Inaugural Speech **STANDARDS** W.11-12.2; W.11-12.3; SL.11-12.3; PI.6; PI.9; PI.10; PII.2	**LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: composition; caricature; labeling and captions **EFFECTIVE EXPRESSION** **Speaking and Listening: Image Gallery** Students create an image gallery with accompanying informative script. Speaking and Listening: Image Gallery **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.11-12.5.a; RI.11-12.7; SL.11-12.2; SL.11-12.5; RI.11-12.10; PI.1; PI.2; PI.6B; PI.8		
***my*Perspectives EL Support**				
Word Study: Synonyms and Nuances (RP) (TE p 306) Conventions and Style: Types of Phrases (RP) (TE p 307)	Writing to Sources: Informative Eyewitness Account (RP) (TE p 308) Speaking and Listening: Reading and Discussion (RP) (TE p 309) Personalize for Learning	Personalize for Learning English Language Support: Literary Devices and Visual Cues (TE p 312) Personalize for Learning English Language Support: Storyboarding About Familiar Topics (TE p 317)	Personalize for Learning English Language Support: Compare and Contrast Personal Goals (TE p 319)	

	English Language Support: Eyewitness Accounts (TE p 308) Personalize for Learning English Language Support: Text Chunking and Evaluating Speech (TE p 309)			
***ELD Companion* Support**				
Unit 3, Lesson 7 **Vocabulary** Selection: *smear, implications* Academic: *adjusting, cue, erupted, unplanned* **Read Aloud, Think Aloud**" "The Microscope" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 3, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Forms of the Verb "to be" Word Study: Introduce Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Unit 3, Lesson 8** **Work Time Instruction** Reteach: Multisyllabic Words **Work Time Assignments** Word Study: Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Unit 3, Lesson 9** **Vocabulary** Selection: *disorientation, endeavor* Academic: *enable, exist, independence, migrate* **Read Aloud, Think Aloud** "John F. Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center." **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 3, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Suffixes *–ion, -ity*, and *-ive* Word Study: Introduce Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12

DAY 16	DAY 17		DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 326-329	**SELECTION** Ain't I a Woman? Sojourner Truth SE pp 330-337	**SELECTION** Declaration of Sentiments Elizabeth Cady Stanton SE pp 338-343	**SELECTION** Declaration of Sentiments Elizabeth Cady Stanton SE pp 343-345	**SELECTION** Giving Women the Vote Sandra Sleight-Brennan SE pp 346-351
Essential Question *In what ways does the struggle for freedom change with history?* **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** racket; fix; obliged **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Ain't I a Woman?: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Ain't I a Woman?: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Research to Explore** Students choose something interesting about the author,	**MAKING MEANING** **Concept Vocabulary** degraded; oppressed; subordinate **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Declaration of Sentiments: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Declaration of Sentiments: First Read Extension Questions **Research to Explore** Students choose something interesting about the author, the text, or the era and research. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: degraded; oppressed; subordinate **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: Allusions** Students will analyze how the extended allusion to the Declaration of Independence helped with the development of ideas in the Declaration of Sentiments. Analyze Craft and Structure: Author's Choices: Allusions	**MAKING MEANING** **Media Vocabulary** frame; special elements; tone Media Vocabulary **First Review** Students Listen, Note, Connect, Respond as they study the images. First Review Guide: Media-Audio **View the Selection** Selection Audio Giving Women the Vote **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students choose one unfamiliar detail of the text to research. **Close Review** Students will listen to the podcast again and record any new observations. **Analyze the Media** Students will respond to questions about the podcast.

	the text, or the era and research. **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: racket; fix; obliged **Word Study: Latin Root: -*lig-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-lig-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Effective Rhetoric** Students will identify ways Sojourner Truth uses refrain to build her argument.	Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.11-12.10; L.11-12.4.a; L.11-12.4.d; PII.1	Analyze Craft and Structure: Author's Choices: Allusions (RP) **Conventions and Style: Types of Clauses** Students cite examples of independent clauses and subordinate clauses. Conventions and Style: Types of Clauses Conventions and Style: Types of Clauses (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Declaration of Sentiments **STANDARDS** RI.11-12.9; L.11-12.1; L.11-12.4.c; PII.7	Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: frame; special elements; tone Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Compare and Contrast Essay** Students write an essay analyzing how each selection shows persuasion at work. Writing to Compare: Compare and Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-2.5; RI.11-2.6; RI.11-12.7; SL.11-12.3; PI.5

	 Analyze Craft and Structure: Effective Rhetoric  Analyze Craft and Structure: Effective Rhetoric (RP) **Author's Style: Use of Words and Phrases** Students cite examples of formal diction and the colloquial in the reading.  Author's Style: Use of Words and Phrases  Author's Style: Use of Words and Phrases (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Informative Text** Students write an essay that presents facts about a topic.  Writing to Sources: Informative Text  Writing to Sources: Informative Text (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Selection Test: Ain't I a Woman? **STANDARDS** RI.11-12.2; RL.11-12.6; RI.11-12.10; W.11-12.2; L.11-			

	12.1.a; L.11-12.3; L.11-12.4.a; L.11-12.4.d; PI.8			
***my*Perspectives EL Support**				
	Audio Summary Ain't I a Woman?: Accessible Leveled Text Word Study: Latin Root: *-lig-* (RP) (TE p 334) Analyze Craft and Structure: Effective Rhetoric (RP) (TE p 335) Author's Style: Use of Words and Phrases (RP) (TE p 336) Writing to Sources: Informative Text (RP) (TE p 337) Personalize for Learning English Language Support: Formal Diction and Colloquial Diction (TE p 336) English Language Support Lesson: Formal Diction and Colloquial Diction (On Realize)		Word Study: Latin Root: *sub-* (RP) (TE p 343) Analyze Craft and Structure: Author's Choices: Allusions (RP) (TE p 344) Conventions and Style: Types of Clauses (RP) (TE p 345) Personalize for Learning English Language Support: Types of Clauses (TE p 345) English Language Support Lesson: Types of Clauses (On Realize)	Audio Summary Personalize for Learning English Language Support: Listening to Write a Summary (TE p 348)
***ELD Companion* Support**				
Unit 3, Lesson 10 **Work Time Instruction** Word Study Reader: Boyan Slat	**Unit 3, Lesson 11** **Time to Read** Read Independently **Vocabulary**	**Unit 3, Lesson 11** **Work Time Instruction** Reteach: Syllable Pattern CV/VC	**Unit 3, Lesson 12** **Vocabulary** Selection: *contemporary, fundamental*	**Unit 3, Lesson 13** **Time to Read** Read Independently **Vocabulary**

Work Time Assignments Word Study: Suffixes *–ion, -ity,* and *–ive* Word Study: Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	Oops: Past Tense Verbs Word Study: Introduce Multiple Meaning Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Work Time Assignments** Word Study: Multiple Meaning Words Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	Academic: *conduct, encouraged, preferable, superior* **Read Aloud, Think Aloud**" "Empowering a Community" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	Oops: Past Tense Verbs Word Study: Introduce Prefixes *en-, re-,* and *in-* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION The Story of an Hour Kat Chopin SE pp 352-356	**SELECTION** The Story of an Hour Kat Chopin SE pp 356-359	**SELECTION** Brown v. Board of Education: Opinion of the Court SE pp 360-369	**SELECTION** Was *Brown v Board* a Failure? Sarah Garland SE pp 370-375	**SELECTION** Was *Brown v Board* a Failure? Sarah Garland SE pp 375-379
MAKING MEANING **Concept Vocabulary** persistence; imploring; importunities **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 Story of an Hour: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Story of an Hour: First Read Extension Questions **Research to Explore** Students research a relevant topic that interests them. **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: persistence; imploring; importunities **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 Development of Theme** Students will analyze the author's theme about the status of women in the society of her era. Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme (RP)	**MAKING MEANING** **Concept Vocabulary** plaintiffs; jurisdiction; disposition **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Brown v. Board of Education: Opinion of the Court: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Brown v. Board of Education: Opinion of the Court: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research.	**MAKING MEANING** **Concept Vocabulary** legacy; mission; policy **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Was *Brown v Board* a Failure?: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Was *Brown v Board* a Failure?: 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: legacy; mission; policy **Word Study: Cognates** Concept Vocabulary and Word Study Word Study: Cognates (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Structure** Students will identify details Garland presents in her discussion of each time period. Analyze Craft and Structure: Author's Choices: Structure Analyze Craft and Structure: Author's Choices: Structure (RP)

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.11-12.10; L.11-12.4.b	**Conventions and Style: Author's Choices: Irony** Students cite examples of irony from the reading. Conventions and Style: Author's Choices: Irony Conventions and Style: Author's Choices: Irony (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Small-Group Discussion** Students discuss various reactions to the story. 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 Story of an Hour **STANDARDS** RL.11-12.2; RL.11-12.3; RL.11-12.6; SL.11-12.1.c; SL.11-12.1.d; L.11-12.5.b; PI.11a	**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: plaintiffs; jurisdiction; disposition **Word Study: Technical Words** Concept Vocabulary and Word Study **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Structure** Students will analyze the structure of the Court's opinion. Analyze Craft and Structure: Author's Choices: Structure	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.11-12.10; L.11-12.4.a	**Conventions and Style: Subordinating Conjunctions** Students identify examples of subordinating conjunctions. Conventions and Style: Subordinating Conjunctions Conventions and Style: Subordinating Conjunctions (RP) **EFFECTIVE EXPRESSION** **Writing to Compare: Comparison-and Contrast Essay** Students write an essay discussing factors that contribute to the choices authors made in presenting and defending their arguments. Writing to Compare: Comparison-and Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Was *Brown v Board* a Failure? **STANDARDS** RI.11-12.5; RI.11-12.8; W.11-12.9.b; L.11-12.1; L.11-12.3; L.11-12.4.c; PII.7

		Analyze Craft and Structure: Author's Choices: Structure (RP) **Conventions and Style: Coordinating Conjunctions** Students cite examples of coordinating conjunctions from the reading. Conventions and Style: Coordinating Conjunctions Conventions and Style: Coordinating Conjunctions (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Brown v. Board of Education: Opinion of the Court **STANDARDS** RI.11-12.4; RI.11-12.5; RI.11-12.10; L.11-12.1; L.11-12.3; L.11-12.4.b; L.11-12.6; PI.6c; PII.1; PII.6		
***my*Perspectives EL Support**				
Audio Summary The Story of an Hour: Accessible Leveled Text	Word Study: Denotation and Connotation (RP) (TE p 356) Analyze Craft and Structure: Development of Theme (RP) (TE p 357)	Audio Summary Brown v. Board of Education: Opinion of the Court: Accessible Leveled Text Analyze Craft and Structure: Author's Choices: Structure (RP)	Audio Summary Was *Brown v Board* a Failure?: Accessible Leveled Text	Word Study: Cognates (RP) (TE p 375) Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 376)

	Conventions and Style: Author's Choices: Irony (RP) (TE p 358) Speaking and Listening: Group Discussion (RP) (TE p 359) Personalize for Learning English Language Support: Classroom Discussion (TE p 359) English Language Support Lesson: Classroom Discussion (On Realize)	(TE p 368) Conventions and Style: Coordinating Conjunctions (RP) (TE p 369) Personalize for Learning English Language Support: Context clues (TE p 361) Personalize for Learning English Language Support: Text Structure of a Legal Document (TE p 362) Personalize for Learning English Language Support: Conjunctions (TE p 369) English Language Support Lesson: Conjunctions (On Realize)		Conventions and Style: Subordinating Conjunctions (RP) (TE p 377) Personalize for Learning English Language Support: Using Historical Reference (TE p 379)

***ELD Companion* Support**				
Unit 3, Lesson 13 **Work Time Instruction** Reteach: Prefixes *en-, re-,* and *in-* **Work Time Assignments** Word Study: Prefixes *en-, re-,* and *in-* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Unit 3, Lesson 14** **Vocabulary** Selection: *anthem, prodigy* Academic: *challenges, included, obstacle, previous* **Read Aloud, Think Aloud** "We Shall Overcome" **Classroom Conversation** Collaborative Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6;	**Unit 3, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Multiple Meaning Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 3, Lesson 15** **Work Time Instruction** Word Study Reader: Environmental Disasters **Work Time Assignments** Word Study: Multiple Meaning Words and Prefixes *en-, re-,* and *in-* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

	PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2			

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Panel Discussion SE pp 380-381	**INTRODUCE INDEPENDENT LEARNING** SE pp 382-383	**INDEPENDENT LEARNING** SE pp 384-386	**PERFORMANCE-BASED ASSESSMENT** SE pp 387-389	**PERFORMANCE-BASED ASSESSMENT** SE pp 390-391
PERFORMANCE TASK **Panel Discussion** As a group, students hold a panel discussion and make a video recording of the discussion. **Plan with Your Group** Students analyze the text, gather evidence, and organize ideas for the presentation. **Rehearse with Your Group** Students practice the discussion, 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.11-12.1.a; SL.11-12.4; SL.11-12.6	**Essential Question** *In what ways does the struggle for freedom change with history?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of the struggle for 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 exploring what motivates people to struggle for change. **Informative Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.2.a-f; W.11-12.9; W.11-12.10; PI.6	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Podcast** Students use their essay to create a podcast. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1.a

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
***my*Perspectives EL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Support the Task (TE p 387)	
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

GRADE 11 | UNIT 4: **Grit and Grandeur**
ESSENTIAL QUESTION: ***What is the relationship between literature and place?***
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 4 Overview

In this unit, students will read many examples about places that can be described with the words grit and grandeur.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about the importance of place.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory text that develops a topic thoroughly and includes evidence from research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices, including those regarding sentence variety, figurative language, and diction.
- Correctly use dashes and hyphens.
- 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

- Planning Your Trip to Gold Country (1220L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1880-1920: *Bright Horizons, Challenging Realities*
- Anchor Text, Memoir: *from Life on the Mississippi,* Mark Twain, (1060L)
- Anchor Text, Short Story: *The Notorious Jumping Frog of Calaveras County,* Mark Twain (1190L)
- Anchor Text, Short Story: *A White Heron,* Sarah Orne Jewett (1250L)

Small-Group Learning

- Literary Criticism: *A Literature of Place,* Barry Lopez (1220L)
- Media, Fine Art Gallery: *American regional Art,* Poetry Collection: *The Good Life,* Tracy K. Smith (NP)
- Autobiography: *from Dust Tracks on a Road,* Zora Neale Hurston (920L)
- Poetry Collection 1: *Chicago/Wilderness,* Carl Sandburg (NP)
- Medea, Photo Gallery: Sandburg's Chicago
- Poetry Collection 2: *In the Longhouse,Oneida, Museum,* Roberta Hill (NP)
- Poetry Collection 2: *Cloudy Day, Museum,* Jimmy Santiago Baca (NP)
- Memoir: *Introduction from The Way to Rainy Mountain,* N. Scott Momaday (1020L)

Independent Learning

- Short Story: *The Rockpile,* James Baldwin, (820L)
- Poetry: *The Latin Deli: An Ars Poetica,* Judith Ortiz Cofer (NP)
- Essay: *Untying the Knot,* Annie Dillard (1170L)
- Poetry Collection 3: *The Wood-Pile/Birches,* Robert Frost (NP)

Performance-Based Assessment
Part 1 – Writing to Sources: Explanatory Essay

Students will write an essay on the following topic:

What makes certain places live on in our memory?

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, how places are used in the literature, how they inspire us, and what makes certain places live on in our memories.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 392-399	**OVERVIEW** Whole-Class Learning SE pp 400-401	**SELECTION** Historical Perspective Focus Period 1880-1920 SE pp 402-405	**SELECTION** Anchor Text From Life on the Mississippi Mark Twain SE pp 406-413	**SELECTION** Anchor Text From Life on the Mississippi Mark Twain SE pp 414-415
Unit Goals Students will deepen their understanding of the importance of place by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** analyze; subordinate; literal; determine; trivialize Home Connection Letter Spanish Home Connection Letter Unit 4 Answer Key **Launch Text** Students will read "Planning Your Trip to Gold Country". They will then be able to discuss grit and grandeur. **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 is the relationship between literature and place?* **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.	**BRIGHT HORIZON, CHALLENGING REALITIES** **Voices of the Period** Students read quotes that relate to the sense of place expressed by someone of a different region or cultural background. **History of the Period** Students discuss why they think the place where someone lives was and still is of such importance. **Literature Selections** Students discuss why and how place plays such an important role in literature. **STANDARDS** PI.6; PI.8	**MAKING MEANING** **Concept Vocabulary** gilded; ornamented; grandeur; picturesquely; exalted; eminence **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 Life on the Mississippi: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Life on the Mississippi: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research to find out why the Mississippi	**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 Purpose** Students complete activities analyzing humorous and non-humorous details. Analyze Craft and Structure: Author's Purpose Analyze Craft and Structure: Author's Purpose (RP) **STANDARDS** RI.11-12.1; RI.11-12.6; PI.8

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.11-12.6; PI.6; PI.12; PII.2B; PIII			steamboats were essential to the economy of late-nineteenth-century America. **STANDARDS** RI.11-12.10; PI.6a; PII.4	
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Cognates (TE p 395) Personalize for Learning English Language Support: Transitional Words (TE p 396) Personalize for Learning English Language Support: Understanding Context (TE p 399)		Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 403) Personalize for Learning English Language Support: Connotation/Denotation (TE p 404)	Audio Summary from Life on the Mississippi: Accessible Leveled Text Personalize for Learning English Language Support: Compare and Contrast (TE p 409) Personalize for Learning English Language Support: Expanding Noun Phrases (TE p 412)	Analyze Craft and Structure: Author's Purpose (RP) (TE p 415) Personalize for Learning English Language Support: Figurative Language (TE p 415)

***ELD Companion* Support**				
Unit 4, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Progressive Tense Verbs Word Study: Introduce Connotations **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 4, Lesson 1** **Whole Group** Explanatory Writing **Work Time Instruction** Reteach: Greek Word Parts **Work Time Assignments** Word Study: Connotations Interactive Reader **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 4, Lesson 2** **Vocabulary** Selection: *conventional, visionary* Academic: *imposed, purpose, realize, recognize* **Read Aloud, Think Aloud**" "Ahead of the Curve" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 4, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Progressive Tense Verbs Word Study: Introduce Word Families **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 4, Lesson 3** **Whole Group** Explanatory Writing **Work Time Instruction** Reteach: Word Families **Work Time Assignments** Word Study: Word Families **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text From Life on the Mississippi Mark Twain SE pp 416-417	**SELECTION** Anchor Text The Notorious Jumping Frog of Calaveras County Mark Twain SE pp 418-426	**SELECTION** Anchor Text The Notorious Jumping Frog of Calaveras County Mark Twain SE pp 427-429	**SELECTION** Anchor Text The Notorious Jumping Frog of Calaveras County Mark Twain SE pp 430-431	**SELECTION** Anchor Text A White Heron Sarah Orne Jewett SE pp 432-444
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: gilded; ornamented; grandeur; picturesquely; exalted; eminence **Word Study: Suffix: *-esque*** Students complete activities related to the suffix *-esque* Concept Vocabulary and Word Study Word Study Suffix: *-esque* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Words and Phrases** Students complete activities identifying types of diction and tone Twain uses in the reading. Author's Style: Words and Phrases	**MAKING MEANING** **Concept Vocabulary** garrulous; exasperating; tedious; monotonous; interminable; buttonholed **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 Notorious Jumping Frog of Calaveras County: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Notorious Jumping Frog of Calaveras County: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Analyze Craft and Structure: Point of View** Students record and explain examples of hyperbole in the reading. Analyze Craft and Structure: Point of View Analyze Craft and Structure: Point of View (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: garrulous; exasperating; tedious; monotonous; interminable; buttonholed **Word Study: Denotation and Connotation** Students complete activities relating to denotation and connotation. Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP)	**EFFECTIVE EXPRESSION** **Writing to Compare: Explanatory Text** Students write an essay exploring humor displayed in Twain's narratives. Writing to Compare: Explanatory Text **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Notorious Jumping Frog of Calaveras County **STANDARDS** W.11-12.2; W.11-12.2.a; W.11-12.2.b; W.11-12.5; PI.2; PI.7	**MAKING MEANING** **Concept Vocabulary** dilatory; loitered; hospitality; squalor; hermitage; quaint **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio A White Heron: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. A White Heron: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research Sarah Orne Jewett's life in the Maine woods.

Author's Style: Words and Phrases (RP) Selection Test: Life on the Mississippi **STANDARDS** RI.11-12.4; L.11-12.4.b; L.11-12.4.d; PI.6C; PII.3; PII.4	**Research to Explore** Students research life in the nineteenth-century mining camps of the American West. **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.11-12.1; RL.11-12.10; PI.6a; PII.3	**Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Word Choice** Students find examples of dialect. Author's Style: Word Choice Author's Style: Word Choice (RP) **STANDARDS** RL.11-12.2; RL.11-12.4; RL.11-12.6; L.11-12.5; L.11-12.5.a; L.11-12.5.b; PI.2; PI.4		**STANDARDS** RL.11-12.10; PI.8; PII.5
***my*Perspectives EL Support**				
Word Study Suffix: *-esque* (RP) (TE p 416) Author's Style: Words and Phrases (RP) (TE 417) Personalize for Learning English Language Support: Suffixes (TE p 416) English Language Support Lesson: Suffixes (On Realize)	Audio Summary The Notorious Jumping Frog of Calaveras County: Accessible Leveled Text Personalize for Learning English Language Support: Using Verbs and Verb Phrases (TE p 421) Personalize for Learning English Language Support: Close Read (TE p 426)	Word Study: Denotation and Connotation (RP) (TE p 428) Author's Style: Word Choice (RP) (TE p 429) Personalize for Learning English Language Support: Analyze Hyperbole (TE p 427) Personalize for Learning English Language Support: Denotation and Connotation (TE p 428)	Personalize for Learning English Language Support: Explanatory Texts (TE p 431)	Audio Summary A White Heron: Accessible Leveled Text Personalize for Learning English Language Support: Complex Syntax (TE p 434) Personalize for Learning English Language Support: Figurative Language (TE p 440) Personalize for Learning English Language Support: Parts of Speech (TE p 442)

		English Language Support Lesson: Denotation and Connotation (On Realize)		
***ELD Companion* Support**				
Unit 4, Lesson 4 **Vocabulary** Selection: *scenario* Academic: *appreciation, comprises, practice, resources* **Read Aloud, Think Aloud** "Me and My Robot" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PII.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 4, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Connotations Word Study: Introduce Word Families **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PI.11-12.3; PI.11-12.4	**Unit 4, Lesson 5** **Whole Group** Vary Sentence Structure **Work Time Instruction** Word Study Reader: Video Games **Work Time Assignments** Word Study: Connotations and Word Families **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PI.11-12.3; PI.11-12.4	**Unit 4, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce Acronyms and Initialisms **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PI.11-12.3; PI.11-12.4	**Unit 4, Lesson 6** **Work Time Instruction** Reteach: Prefixes **Work Time Assignments** Word Study: Word Study Skill Interactive Reader Explanatory Essay: Draft **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PI.11-12.3; PI.11-12.4

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text A White Heron Sarah Orne Jewett SE pp 444-445	**SELECTION** Anchor Text A White Heron Sarah Orne Jewett SE pp 446-447	**SELECTION** Anchor Text A White Heron Sarah Orne Jewett SE pp 448-449	**PERFORMANCE TASK: WRITING FOCUS** Write an Explanatory Essay SE pp 450-454	**PERFORMANCE TASK: WRITING FOCUS** Write an Explanatory Essay SE pp 455-457
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: Thematic Development** Students complete activities to analyze themes, imagery, and symbols in the reading. Analyze Craft and Structure: Thematic Development Analyze Craft and Structure: Thematic Development (RP) **STANDARDS** RL.11-12.1; RL.11-12.2; PI.6.A; PI.6B	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: dilatory; loitered; hospitality; squalor; hermitage; quaint **Word Study: Latin Root Word: *hospes*** Students complete activities relating to the Latin root word *hospes*. Concept Vocabulary and Word Study Word Study: Latin Root Word: *hospes* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Sentence Variety** Students identify types of sentences. Conventions and Style: Sentence Variety Conventions and Style: Sentence Variety (RP)	**EFFECTIVE EXPRESSION** **Writing to Sources: Critical Analysis** Students write a critical analysis of the story. Writing to Sources: Critical Analysis Writing to Sources: Critical Analysis (RP) **Speaking and Listening: Debate** Students hold a debate about the story. 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 White Heron **STANDARDS** RL.1-12.5; SL.11-12.1.c; PI.5; PI.6; PI.10; PI.11	**PERFORMANCE TASK** **Write an Explanatory Essay** Students write an essay answering how American authors use regional details to make the events and themes of a narrative come to life for readers. **PreWriting/Planning** Students formulate a thesis statement, gather evidence, and evaluate evidence. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.2.a-f; W.11-12.10; PII.3; PII.4	**LANGUAGE DEVELOPMENT: STYLE** **Add Variety: Vary Syntax** Students look for examples that show some of the ways in which writers vary syntax. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essay and share in small groups. **Reflecting** Students reflect on their explanatory essays. **STANDARDS** W.11-12.2.c; W.11-12.2.e; W.11-12.5; L.11-12.3.a; PI.7; PI.12A

	STANDARDS L.11-12.3; L.11-12.4.c; L.11-12.4.d; PII.7			
***my*Perspectives EL Support**				
Analyze Craft and Structure: Development of Theme (RP) (TE p 445) Personalize for Learning English Language Support: Difficult Concepts (TE p 444)	Word Study: Latin Root Word: *hospes* (RP) (TE p 446) Conventions and Style: Sentence Variety (RP) (TE p 447) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 446) English Language Support Lesson: Multiple-Meaning Words (On Realize)	Writing to Sources: Critical Analysis (RP) (TE p 448) Speaking and Listening: Debate (RP) (TE p 449) Personalize for Learning English Language Support: Background Knowledge (TE p 448) Personalize for Learning English Language Support: Explain Ideas (TE p 449)	Personalize for Learning English Language Support: Passive Voice (TE p 452) Personalize for Learning English Language Support: Adjectives to Describe (TE p 453)	Personalize for Learning English Language Support: Expand Vocabulary (TE p 457)
***ELD Companion* Support**				
Unit 4, Lesson 7 **Vocabulary** Selection: society, manual Academic: *leaders, limited, planned* **Read Aloud, Think Aloud**" "Becoming a Melting Pot" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 4, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce Influence of Arabic on English **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4; PII.11-12.5; PII.11-12.6; PII.11-12.7	**Unit 4, Lesson 8** **Whole Group** Revise **Work Time Instruction** Reteach: Contractions **Work Time Assignments** Word Study: The Influence of Arabic on English Words Explanatory Essay: Revise **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4;	**Unit 4, Lesson 9** **Vocabulary** Selection: *endurance, dormitory* Academic: *featuring, performed, results, returned* **Read Aloud, Think Aloud** "Becoming a Melting Pot" **Classroom Conversation** Collaborative Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-	**Unit 4, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Acronyms and Initialisms Word Study: Introduce Influence of Arabic on English **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4

		PII.11-12.5; PII.11-12.6; PII.11-12.7	12.12; PII.11-12.1; PII.11-12.2	

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 458-461	**SELECTION** A Literature of Place Barry Lopez SE pp 462-471	**SELECTION** American Regional Art SE pp 472-479	**SELECTION** from Dust Tracks on a Road Zora Neale Hurston SE pp 480-488	**SELECTION** from Dust Tracks on a Road Zora Neale Hurston SE pp 489-491
Essential Question *What is the relationship between literature and place?* **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** discern; temporal; spatial **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio A Literature of Place: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. A Literature of Place: First Read Extension Questions **Research to Explore** Students conduct research to find photos of the Southern California landscape. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	**MAKING MEANING** **Media Vocabulary** realism; romanticism; impressionism; palette; perspective **First Review** Students Look, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media: Art/Photography **Read the Selection** Selection Audio A Literature of Place: Accessible Text **Comprehension Check** Students complete comprehension questions. A Literature of Place: First Read Extension Questions **Research to Explore** Students conduct research about one of the artists from the gallery and formulate a research question. **Close Review**	**MAKING MEANING** **Concept Vocabulary** self-assurance; forward; brazenness **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 Dust Tracks on a Road: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Dust Tracks on a Road: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students conduct research to learn how author Alice Walker	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: self-assurance; forward; brazenness **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 and Structure: Literary Nonfiction** Students analyze use of literary elements in the excerpt. Analyze Craft and Structure: Literary Nonfiction Analyze Craft and Structure: Literary Nonfiction (RP)

	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: discern; temporal; spatial **Word Study: Latin Suffix: *-al*** Concept Vocabulary and Word Study Word Study: Latin Suffix: *-al* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Author's Choices: Central Ideas and Voice** Students identify central ideas and supporting details in the reading. Analyze Craft and Structure: Author's Choices: Central Ideas and Voice	Students will revisit the artwork and record any new observations. Close-Review Guide: Media: Art/ Photography **Analyze the Media** Students will respond to questions about the artwork. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: realism; romanticism; impressionism; palette; perspective Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Interpretive Essay** Students an essay interpreting the story the artwork is trying to tell. Writing to Compare: Interpretive Essay Writing to Compare: Interpretive Essay (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS**	brought back the forgotten writing of Zora Neale Hurston. **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.11-12.10; L.11-12.4.b; PI.6; PI.6B; PI.10B	**Author's Style: Figurative Meanings** Students locate idioms and overstatements in the reading. Author's Style: Figurative Meanings Author's Style: Figurative Meanings (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students will give a presentation based on the events in the excerpt. 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: from Dust Tracks on the Road **STANDARDS** RI.11-12.6; SL.11-12.6; L.11-12.4; L.11-12.5; PI.8; PI.10

	 Analyze Craft and Structure: Author's Choices: Central Ideas and Voice (RP) **Conventions and Style: Punctuation** Students use dashes and hyphens to strengthen their writing.  Conventions and Style: Punctuation  Conventions and Style: Punctuation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.  Selection Test: A Literature of Place **STANDARDS** RI.11-12.10; L.11-12.2; L.11-12.2.a; L.11-12.4; L.11-12.4.a; L.11-12.4.b; PI.10; PI.10b; PII.2b	W.11-12.2; W.11-12.9; L.11-12.6; PII.4		

***my*Perspectives EL Support**				
	Audio Summary A Literature of Place: Accessible Leveled Text Word Study: Latin Suffix: *-al* (RP) (TE p 469) Analyze Craft and Structure: Author's Choices: Central Ideas and Voice (RP) (TE p 470) Conventions and Style: Punctuation (RP) (TE p 471) Personalize for Learning English Language Support: Main Idea and Details (TE p 466) Personalize for Learning English Language Support: Transitional Words and Phrases (TE p 470) Personalize for Learning English Language Support: Identifying Hyphens, En Dashes, and Em Dashes (TE p 471) English Language Support Lesson: Punctuation (On Realize)		Audio Summary from Dust Tracks on a Road: Accessible Leveled Text Personalize for Learning English Language Support: Summarize (TE p 485) Personalize for Learning English Language Support: Close Read (TE p 487)	Word Study: Multiple-Meaning Words (RP) (TE p 488) Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 489) Author's Style: Figurative Meanings (RP) (TE p 490) Speaking and Listening: Oral Presentation (RP) (TE p 491) Personalize for Learning English Language Support: Write a Memoir (TE p 489) Personalize for Learning English Language Support: Understanding Figurative Meanings (TE p 490) English Language Support Lesson: Figurative Meanings (On Realize)

***ELD Companion* Support**				
Unit 4, Lesson 10 **Whole Group** Edit	**Unit 4, Lesson 11** **Time to Read** Read Independently	**Unit 4, Lesson 11** **Whole Group**	**Unit 4, Lesson 12** **Vocabulary** Selection: *widespread*	**Unit 4, Lesson 13** **Time to Read** Read Independently

Work Time Instruction Word Study Reader: Acronyms and Initialisms and the Influence of Arabic on English Words **Work Time Assignments** Word Study: Acronyms and Initialisms Explanatory Essay: Edit **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Vocabulary** Oops: Time, Money, Distance, and Weight Word Study: Introduce Connotations **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	Make and Listen to a Presentation **Work Time Instruction** Reteach: Connotations **Work Time Assignments** Word Study: Connotations of Words Interactive Reader Explanatory Essay: Rehearse Presentation **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	Academic: *absolute, benefit, desirable, tend* **Read Aloud, Think Aloud**" "A Growing Thirst" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Vocabulary** Oops: Time, Money, Distance, and Weight Word Study: Introduce Greek Roots **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Chicago/Wilderness Carl Sandburg SE pp 492-501	**SELECTION** Sandburg's Chicago SE pp 502-509	**SELECTION** In the Longhouse, Oneida Museum Roberta Hill Cloudy Day Jimmy Santiago Baca SE pp 510-517	**SELECTION** In the Longhouse, Oneida Museum Roberta Hill Cloudy Day Jimmy Santiago Baca SE pp 517-519	**SELECTION** Introduction *from* The Way to Rainy Mountain N. Scott Momaday SE pp 520-531
MAKING MEANING **Concept Vocabulary** brawling; wanton; cunning **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Chicago/Wilderness: Accessible Text **Comprehension Check** Students complete comprehension questions. Chicago/Wilderness: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students find out more about the city of Chicago in the early twentieth century.	**MAKING MEANING** **Media Vocabulary** focal point; depth of field; foreground and background **First Review** Students Look, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media: Art/Photography **Read the Selection** Selection Audio Sandburg's Chicago: Accessible Text **Comprehension Check** Students complete comprehension questions. Sandburg's Chicago: First Read Extension Questions **MAKING MEANING** **Close Review** Students will revisit the photographs and record any new observations.	**MAKING MEANING** **Concept Vocabulary** strife; sinister; vigilant **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio In the Longhouse, Oneida Museum/Cloudy Day: Accessible Text **Comprehension Check** Students complete comprehension questions. In the Longhouse, Oneida Museum/Cloudy Day: 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: strife; sinister; vigilant **Word Study: Etymology** Concept Vocabulary and Word Study Word Study: Etymology (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Poetic Devices** Students identify examples of figurative language from the poems. Analyze Craft and Structure: Poetic Devices Analyze Craft and Structure: Poetic Devices (RP)	**MAKING MEANING** **Concept Vocabulary** reverence; rites; deicide **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Introduction *from* The Way to Rainy Mountain: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Introduction *from* The Way to Rainy Mountain: First Read Extension Questions **Research to Explore** Students research to find a photograph of one of the places Momaday describes. **Close Read 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 the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: brawling; wanton; cunning **Word Study: Present Participle** Concept Vocabulary and Word Study Word Study: Present Participle (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Language and Meaning** Students analyze imagery, repetition, and personification in the poetry.	Close-Review Guide: Media: Art/ Photography **Analyze the Media** Students will respond to questions about the artwork. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: focal point; depth of field; foreground; background Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Multimedia presentation** Students create a presentation about early-twentieth Chicago. Writing to Compare: Multimedia presentation Writing to Compare: Multimedia presentation RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Sandburg's Chicago	Students research the life and work of either Roberta Hill or Jimmy Santiago Baca. **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.11-12.10; L.11-12.4; L.11-12.4.a; PI.1; PI.8	**Author's Style: Author's Choices: Poetic Conventions** Students identify poetic conventions in each of the poems. Author's Style: Author's Choices: Poetic Conventions Author's Style: Poetic Conventions (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection **STANDARDS** RL.11-12.5; L.11-12.4.c; L.11-12.5; PI.1; PI.7; PI.8; PII.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. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: reverence; rites; deicide **Word Study: Latin Roots: *-dei-* and *–cid-*** Concept Vocabulary and Word Study Word Study: Latin Roots: *-dei-* and *–cid-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Literary Nonfiction** Students analyze how Momaday combines historical and reflective writing. Analyze Craft and Structure: Literary Nonfiction Analyze Craft and

Analyze Craft and Structure: Language and Meaning Analyze Craft and Structure: Language and Meaning (RP) **Author's Style: Poetic Structure** Students analyze line lengths and ellipsis's form the poems. Author's Style: Poetic Structure Author's Style: Poetic Structure (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Chicago/Wildnerness **STANDARDS** RL.11-12.4; RL.11-12.5; RL.11-12.10; L.11-12.4; L.11-12.4.a; L.11-12.4.b; L.11-12.5.a; PI.1; PI.7; PI.8	**STANDARDS** RI.11-2.7; RI.11-12.10; SL.11-12.5; L.11-12.6: PI.12			Structure: Literary Nonfiction (RP) **Author's Style: Poetic Prose** Students mark figurative language or imagery in lines of the poem. Author's Style: Poetic Prose Author's Style: Poetic Prose (RP) **EFFECTIVE EXPRESSION** **Writing to Compare: Informative Essay** Students write an essay examining the role and effects of poetic language in the two poems and the memoir excerpt. Writing to Compare: Informative Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Introduction *from* The Way to Rainy Mountain **STANDARDS** RI.11-12.4; RI.11-12.6; RI.11-12.10; W.11-12.2; W.11-12.9; L.11-12.4; L.11-12.4.a; L.11-12.4.b; PI.1; PI.6; P.8

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Audio Summary Chicago/ Wilderness: Accessible Text Word Study: Present Participle (RP) (TE p 499) Analyze Craft and Structure: Language and Meaning (RP) (TE p 500) Author's Style: Poetic Structures (RP) (TE p 501) Personalize for Learning English Language Support: A Menagerie of Photographs (TE p 497) Personalize for Learning English Language Support: Determine the Meaning of Words and Phrases (TE p 500) English Language Support Lesson: Poetic Structures (On Realize)	Audio Summary Personalize for Learning English Language Support: Word Analysis (TE p 504)	Audio Summary In the Longhouse, Oneida Museum/Cloudy Day: Accessible Text Personalize for Learning English Language Support: Multiple Meanings: *Shoot* (TE p 514)	Word Study: Etymology (RP) (TE p 517) Analyze Craft and Structure: Poetic Devices (RP) (TE p 518) Author's Style: Author's Choices: Poetic Conventions (RP) (TE p 519) Personalize for Learning English Language Support: Surrealism (TE p 518) Personalize for Learning English Language Support: Poetic Devices (TE p 519) English Language Support Lesson: Poetic Devices (On Realize)	Audio Summary Introduction *from* The Way to Rainy Mountain: Accessible Leveled Text Word Study: Latin Roots: *-dei- and –cid-* (RP) (TE p 527) Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 528) Author's Style: Poetic Prose (RP) (TE p 529) Personalize for Learning English Language Support: Explore a Simile (TE p 525) Personalize for Learning English Language Support: Reflection (TE p 528) Personalize for Learning English Language Support: Conveying Meaning Explicitly and Implicitly (TE p 529) Personalize for Learning English Language Support: Weaving (TE p 530) English Language Support Lesson: Poetic Prose (On Realize)

***ELD Companion* Support**				
Unit 4, Lesson 13 **Work Time Instruction** Reteach: Antonyms **Work Time Assignments** Word Study: Greek Roots Explanatory Essay: Present **Standards** PI.11-12.2; PI.11-12.4; PI.11-12.5; PI.11-12.8; PI.11-12.9; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 4, Lesson 14** **Vocabulary** Selection: *ceded, commonwealth* Academic: *demand, maintain, rely, required* **Read Aloud, Think Aloud** "Puerto Rico: Yesterday, Today, and Tomorrow" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8: PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 4, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Connotations Word Study: Introduce Greek Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Unit 4, Lesson 15** **Work Time Instruction** Word Study Reader: Mario Molina **Work Time Assignments** Word Study: Connotations and Greek Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.1; PII.11-12.2; PII.11-12.3; PII.11-12.4	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Give an Explanatory Talk SE pp 532-533	**INTRODUCE INDEPENDENT LEARNING** SE pp 534-535	**INDEPENDENT LEARNING** SE pp 536-538	**PERFORMANCE-BASED ASSESSMENT** SE pp 539-541	**PERFORMANCE-BASED ASSESSMENT** SE pp 542-543
PERFORMANCE TASK **Speaking and Listening Focus: Give an Explanatory Talk** Students will give a presentation explaining their understanding of the sense of place demonstrated in the texts. **Plan With Your Group** Students will analyze the prompt, analyze the text, and organize the presentation. **Rehearse with Your Group** Students practice the presentation, fine-tune the content and polish the presentation. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1.b; SL.11-12.4; L.11-12.6; PI.1	**Essential Question** *What is the relationship between literature and place?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of literature and place.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Explanatory Essay** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Explanatory Essay** Students will write an essay answering what makes certain places live on in our memory. **Explanatory Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.2.a-f; W.11-12.10; PI.4; PI.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.11-12.4; PI.9

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** SL.11-12.1; RL.11-12.10; RI.11-12.10		
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Exchanging Ideas (TE p 533)		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Revising (TE p 540)	Personalize for Learning English Language Support: Develop Fluency (TE p 543)
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

GRADE 11 | UNIT 5: **Facing our Fears**
ESSENTIAL QUESTION: ***How do we respond when challenged by fear?***
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 many examples of people facing their fears.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about fear.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay that has clear structure and that draws evidence from texts and background knowledge to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use pronouns to add variety to your writing and presentations.
- Use irony to add a level of meaning 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

- Is It Foolish to Fear (1000L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1920-1960: *Times of Trouble*
- Anchor Text, Drama: *The Crucible, Act I,* Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act II,* Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act III,* Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act IV,* Arthur Miller (NP)
- Media, Audio Performance: *The Crucible,* L.A. Theater Works

Small-Group Learning

- Autobiography: *from Farewell to Manzanar,* Jeanne Wakatsuki Houston and James D. Houston (1040L)
- Media, Video: *Interview With George Takei,* Archive of American Television
- Short Story: *Antojos,* Julia Alvarez (980L)

Independent Learning

- Magazine Article: *What You Don't Know Can Kill You,* Jason Daley (1390L)
- Poetry: *Runagate Runagate,* Robert Hayden (NP)
- Poetry Collection: *1-800-FEAR,* Jody Gladding (NP)
- Poetry Collection: *Bears at Raspberry Time,* Hayden Carruth (NP)
- Poetry Collection: *For Black Women Who Are Afraid,* TOI Derricotte (NP)
- Essay: *What Are You So Afraid Of?,* Akiko Busch (1280L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:

Is fear always a harmful emotion?

Part 2 – Speaking & Listening: Speech

Students use their essay to prepare speech and present their argument.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and fear - how we face our fears and if the emotion is always harmful.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 544-551	**OVERVIEW** Whole-Class Learning SE pp 552-553	**SELECTION** Historical Perspective Focus Period: 1920-1960 SE pp 554-557	**SELECTION** Anchor Text The Crucible, Act I Arthur Miller SE pp 560-596	**SELECTION** Anchor Text The Crucible, Act I Arthur Miller SE pp 597-599
Unit Goals Students will deepen their understanding of forgiveness by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** assert; relevant; certify; immutable; definitive Home Connection Letter Spanish Home Connection Letter Unit 5 Answer Key **Launch Text** Students will read "*Is It Foolish to Fear?*". They will then be able to discuss facing fears. **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** Students participate in an activity related to the unit theme.	**Essential Question** *How do we respond when challenged by 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.	**TIMES OF TROUBLE** **Voices of the Period** Students read quotes that relate to the key events of the focus period. **History of the Period** Students discuss the extreme swings that occurred during the focus time and what these tell us about our nation. **Literature Selections** Students discuss fear and its effect during the focus period. **STANDARDS** PI.6	**MAKING MEANING** **Concept Vocabulary** vindictive; calumny; defamation **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 Crucible, Act I: Accessible Text **Comprehension Check** Students complete comprehension questions. The Crucible, Act I: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RL.11-12.10; PI.1	**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. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: vindictive; calumny; defamation **Word Study: Latin Root: *-fama-*** Students complete activities related to the Latin root *-fama-* Concept Vocabulary and Word Study Word Study: Latin Root: *-fama-* (RP) **Word Network**

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.11-12.6; PI.1; PI.2; PI.3; PII.1; PII.6; PIII				Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Structural Elements of Drama** Students complete activities to analyze the structure of drama including dialogue, stage directions, and dramatic exposition. Analyze Craft and Structure: Structural Elements of Drama Analyze Craft and Structure: Structural Elements of Drama (RP) **Conventions and Style: Personal Pronouns** Students mark pronouns from excerpts from the play. Conventions and Style: Personal Pronouns Conventions and Style: Personal Pronoun (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Crucible, Act I **STANDARDS** L.11-12.1; L.11-12.1.a; L.11-12.3; L.11-12.5; PI.6

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Personalize for Learning English Language Support: Cognates (TE p 547) Personalize for Learning English Language Support: Clarifying Terms (TE p 548) Personalize for Learning English Language Support: Supporting Opinions (TE p 551)		Personalize for Learning English Language Support: Vocabulary Knowledge (TE p 554)	Audio Summary The Crucible, Act I Personalize for Learning English Language Support: Exchanging Ideas (TE p 566)	Word Study: Latin Root: *-fama-* (RP) (TE p 597) Analyze Craft and Structure: Structural Elements of Drama (RP) (TE 598) Conventions and Style: Personal Pronouns (RP) (TE p 599) Personalize for Learning English Language Support: Text Structure (TE p 598) English Language Support Lesson: Structural Elements of Drama (On Realize)
***ELD Companion* Support**				
Unit 5, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Introduce Related Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 5, Lesson 1** **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study: Related Words Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 5, Lesson 2** **Vocabulary** Selection: *blight, stricken* Academic: *local; needed; observation; whole* **Read Aloud, Think Aloud**" "A Fable for Tomorrow" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3, PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-	**Unit 5, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Introduce Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 5, Lesson 3** **Work Time Instruction** Reteach: Multisyllabic Words **Work Time Assignments** Word Study: Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12

		12.12; PII.11-12.1; PII.11-12.2		

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Crucible, Act II Arthur Miller SE pp 600-625	**SELECTION** Anchor Text The Crucible, Act II Arthur Miller SE pp 625-627	**SELECTION** Anchor Text The Crucible, Act III Arthur Miller SE pp 628-657	**SELECTION** Anchor Text The Crucible, Act III Arthur Miller SE pp 657-659	**SELECTION** Anchor Text The Crucible, Act IV Arthur Miller SE pp 660-680
MAKING MEANING **Concept Vocabulary** condemnation; magistrates; proceeding **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 Crucible, Act II: Accessible Text **Comprehension Check** Students complete comprehension questions. The Crucible, Act II: First Read Extension Questions **Research to Explore** Students research something interesting from the text. **Close Read the Text** Students will review the Close Read Model and complete the	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: condemnation; magistrates; proceeding **Word Study: Technical Words** Students look for words in the text that are examples of legal terminology. Concept Vocabulary and Word Study Word Study: Technical Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Literary Elements in Drama** Students complete activities to analyze examples of internal and external conflict. Analyze Craft and Structure: Literary Elements in Drama	**MAKING MEANING** **Concept Vocabulary** remorseless; effrontery; callously **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 Crucible, Act III: Accessible Text **Comprehension Check** Students complete comprehension questions. The Crucible, Act III: First Read Extension Questions **Research to Explore** Students research something interesting from the text. **Close Read the Text** Students will review the Close Read Model and complete the	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: remorseless; effrontery; callously **Word Study: Connotation** Students complete activities writing synonyms and connotations. Concept Vocabulary and Word Study Word Study: Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Character Development** Students complete activities to identify examples of characterization. Analyze Craft and Structure: Character Development	**MAKING MEANING** **Concept Vocabulary** conciliatory; adamant; disputation **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 Crucible, Act IV: Accessible Text **Comprehension Check** Students complete comprehension questions. The Crucible, Act IV: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research something interesting from the text.

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.11-12.10; PI.4; PI.9; PI.10; PI.12; PIII	Analyze Craft and Structure: Literary Elements in Drama (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Whole-Class Discussion** Students discuss whether Mary Warren will defend or condemn Elizabeth Proctor in court. Speaking and Listening: Whole-Class Discussion Speaking and Listening: Whole-Class Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Crucible, Act II **STANDARDS** RL.11-12.3; RL.11-12-5; SL.11-12.1.a; L.11-12.4.c; L.11-12.6; PII.2	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.11-12.10; PI.1; PI.2; PI.6; PI.12; PII.4; PII.5	Analyze Craft and Structure: Character Development (RP) **Author's Style: Literary Devices** Students locate examples of irony. Author's Style: Literary Devices Author's Style: Literary Devices (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Crucible, Act III **STANDARDS** RL.11-12.3; RL.11-12.6; L.11-12.5; L.11-12.5.b; PI.6	**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.11-12.10; PI.6
***my*Perspectives EL Support**				
Audio Summary The Crucible, Act II Personalize for Learning English Language Support: Apostrophes (TE p 602) Personalize for Learning	Word Study: Technical Words (RP) (TE p 625) English Language Support Lesson: Technical Words (On Realize)	Audio Summary The Crucible, Act III Personalize for Learning English Language Support: Figurative Language (TE p 649)	Word Study: Connotation (RP) (TE p 657) Analyze Craft and Structure: Character Development (RP) (TE 658)	Audio Summary The Crucible, Act IV Personalize for Learning English Language Support: Antiquated Language (TE p 664)

English Language Support: Pronunciation of Digraph *th* (TE p 613) Personalize for Learning English Language Support: Complex Characters (TE p 622)	Analyze Craft and Structure: Literary Elements in Drama (RP) (TE 626) Speaking and Listening: Whole-Class Discussion (RP) (TE p 627) Personalize for Learning English Language Support: Technical Words (TE p 627) English Language Support Lesson: Technical Words (On Realize)	Personalize for Learning English Language Support: Adverbs Ending in *-ly* (TE p 654)	Author's Style: Literary Devices (RP) (TE p 659) English Language Support Lesson: Literary Devices (On Realize) Personalize for Learning English Language Support: What is Said and What is Implied (TE p 659)	Personalize for Learning English Language Support: Antiquated Verb Language (TE p 676) Personalize for Learning English Language Support: Latin Root *–rupt-* (TE p 679)
***ELD Companion* Support**				
Unit 5, Lesson 4 **Vocabulary** Selection: *constructive, suffice* Academic: *exceed, interested, periodic, understand* **Read Aloud, Think Aloud** "Weapons of the Spirit" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 5, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Related Words Word Study: Introduce Multisyllabic Words **Work Time** Word Study Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 5, Lesson 5** **Work Time Instruction** Word Study Reader: The Science of Basketball **Work Time Assignments** Word Study: Related Words and Multisyllabic Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 5, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Compound Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 5, Lesson 6** **Work Time Instruction** Reteach: Compound Words **Work Time Assignments** Word Study: Compound Words Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Crucible, Act IV Arthur Miller SE pp 680-685	**SELECTION** The Crucible (Audio) SE pp 686-689	**SELECTION** The Crucible (Audio) SE pp 689-691	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 692-696	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument SE pp 697-699
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: conciliatory; adamant; disputation **Word Study: Etymology** Students complete activities writing definitions and researching Greek origins of words. Concept Vocabulary and Word Study Word Study: Etymology (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Literary Forms** Students complete activities to identify literal and symbolic meanings of specific passages. Analyze Craft and Structure: Literary Forms	**MAKING MEANING** **Media Vocabulary** audio play; inflection; expression **First Review** Students Listen, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media Audio **Read the Selection** Selection Audio The Crucible **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research something interesting from the text. **Close Review** Students will listen to the performance again and record any new observations.	**LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: audio play; inflection; expression **EFFECTIVE EXPRESSION** **Writing to Compare: Critical Review** Students write a critical review of the L.A. Theatre Works production of Act I of The Crucible. Writing to Compare: Critical Review **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.11-12.7; W.11-12.9.a; PII.1; PII.2	**PERFORMANCE TASK** **Write an Argument** Students write an argumentative essay defending their position on whether any of the characters in *The Crucible* could have done more to end the hysteria. **PreWriting/Planning** Students ask questions and gather evidence. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.1.a-f; W.11-2.8; W.11-12.10; PI.10; PI.11	**LANGUAGE DEVELOPMENT:CONVENTIONS** **Make Effective Choices: Indefinite Pronouns** Students incorporate indefinite pronouns to improve writing. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essay and place in classroom folder. **Reflecting** Students reflect on their argumentative essays. **STANDARDS** W.11-12.1.c; W.11-12.1.d; W.11-12.5; L.11-12.1; PI.10; PI.11; PII.3; PII.6

Analyze Craft and Structure: Literary Forms (RP) **Analyze Craft and Structure: Biblical Allusions** Students complete activities to identify biblical allusions of specific passages. Analyze Craft and Structure: Biblical Allusions Analyze Craft and Structure: Biblical Allusions (RP) **Author's Style: Realism** Students identify and describe examples of dramatic elements presented in a realistic way. Author's Style: Realism Author's Style: Realism (RP) **Writing to Sources: Argumentative Essay** Students write an essay to support the claim that the theme from *The Crucible* is still relevant today. Writing to Sources: Argumentative Essay Writing to Sources: Argumentative Essay (RP) **Speaking and Listening: Thematic Analysis**	Close Review the Media **Analyze the Media** Students will respond to questions about the audio, citing evidence. **STANDARDS** RL.11-12.1; RL.11-12.10; PI.5			

Students choose one theme from the play and give a dramatic reading. Speaking and Listening: Thematic Analysis Speaking and Listening: Thematic Analysis (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Crucible, Act IV **STANDARDS** RL.11-12.2; RL.11-12.4; W.11-12.1; W.11-12.9.a; L.11-12.4.c; PI.6; PI.11; PII.3; PII.6				
***my*Perspectives EL Support**				
Word Study: Etymology (RP) (TE p 680) Analyze Craft and Structure: Literary Forms (RP) (TE p 681) Analyze Craft and Structure: Biblical Allusions (RP) (TE p 682) Author's Style: Realism (RP) (TE p 683)	Audio Summary The Crucible Personalize for Learning English Language Support: Active Listening (TE p 687)	Personalize for Learning English Language Support: Text Structure (TE p 691)	Personalize for Learning English Language Support: Writing a Claim (TE p 693)	Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 697) Personalize for Learning English Language Support: Development of Ideas (TE p 699)

Writing to Sources: Argumentative Essay (RP) (TE p 684) Speaking and Listening: Thematic Analysis (RP) (TE p 685) Personalize for Learning English Language Support: Word Families (TE p 682) Personalize for Learning English Language Support: Supporting an Argument (TE p 684) English Language Support Lesson: Argument (On Realize)				
***ELD Companion* Support**				
Unit 5, Lesson 7 **Vocabulary** Selection: *preventable, lobbied* Academic: *changing, important, mean, shape* **Read Aloud, Think Aloud**" "Concussions Impact US Teen Athletes" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7;	**Unit 5, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Collocations **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 5, Lesson 8** **Work Time Instruction** Reteach: Collocations **Work Time Assignments** Word Study: Collocations **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 5, Lesson 9** **Vocabulary** Selection: *catastrophic, renewable* Academic: *formula, imagination, mental, stronger* **Read Aloud, Think Aloud** "On global Warming" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 5, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Compound Words Word Study: Introduce Collocations **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12

PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2				

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 700-703	**SELECTION** from Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston SE pp 704-712	**SELECTION** from Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston SE pp 713-714	**SELECTION** from Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston SE p 715	**SELECTION** Interview With George Takai SE pp 716-719
Essential Question *How do we respond when challenged by 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** collaborator; conspirators; espionage **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 Farewell to Manzanar: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. from Farewell to Manzanar: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RI.11-12.10; L.11-12.4; L.11-12.4.b; PI.6; PI.12	**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. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: collaborator; conspirators; espionage **Word Study: Latin Suffix: *-or*** Students complete activities using the Latin Suffix *–or* Concept Vocabulary and Word Study Word Study: Latin Suffix: *-or* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.	**LANGUAGE DEVELOPMENT** **Author's Style: Author's Point of View** Students will compile notes on the shifting perspective in the selection. Analyze Style: Author's Point of View Analyze Style: Author's Point of View (RP) Selection Test: from Farewell to Manzanar **STANDARDS** RI.11-12.1; RI.11-12.3; RI.11-12.6; PI.6	**MAKING MEANING** **Media Vocabulary** documentary; eyewitness account; framing **First Review** Students Watch, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media Video **Read the Selection** Selection Audio Interview With George Takei **Comprehension Check** Students complete comprehension questions. **Close Review** Students will revisit the video interview and record any new observations. **Analyze the Media** Students will respond to questions about the video, citing evidence. **LANGUAGE DEVELOPMENT** **Media Vocabulary**

		MAKING MEANING **Analyze Craft and Structure: Development of Complex Ideas** Students complete activities to record details about Papa's behavior during important episodes in the text and make inferences. Analyze Craft and Structure: Development of Complex Ideas Analyze Craft and Structure: Development of Complex Ideas (RP) **STANDARDS** L.11-12.4.b; L.11-12.4.d		Students complete activities related to the Media Vocabulary words: documentary; eyewitness account; framing Media Vocabulary **STANDARDS** RI.11-12.10; SL.11-12.3; L.11-12.6; PI.5
***my*Perspectives EL Support**				
	Audio Summary from Farewell to Manzanar: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 706) Personalize for Learning English Language Support: Expanding Vocabulary (TE p 709)	Word Study: Latin Suffix: *-or* (RP) (TE p 713) Analyze Craft and Structure: Development of Complex Ideas (RP) (TE p 714)	Author's Style: Author's Point of View (RP) (TE p 715) Personalize for Learning English Language Support: Author's Purpose and Point of View (TE p 715) English Language Support Lesson: Authors Point of View (On Realize)	Personalize for Learning English Language Support: Taking Notes (TE p 716)
***ELD Companion* Support**				
Unit 5, Lesson 10 **Work Time Instruction** Word Study Reader: Mapping Our World	**Unit 5, Lesson 11** **Time to Read** Read Independently	**Unit 5, Lesson 11** **Work Time Instruction** Reteach: Closed Syllable Patterns	**Unit 5, Lesson 12** **Vocabulary** Selection: *interdependent, replenishes*	**Unit 5, Lesson 13** **Time to Read** Read Independently

Work Time Assignments Word Study: Compound Words and Collocations **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Vocabulary** Oops: More Prepositions with Locations Word Study: Introduce Closed Syllable Patterns **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Work Time Assignments** Word Study: Closed Syllable Patterns Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	Academic: *intense, measuring, practically, symbol* **Read Aloud, Think Aloud**" "How to Become an Environmentalist" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Vocabulary** Oops: More Prepositions with Location Word Study: Introduce Open Syllable Patterns **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Interview With George Takai SE pp 720-721	**SELECTION** Antojos Julia Alvarez SE pp 722-733	**SELECTION** Antojos Julia Alvarez SE pp 734-735	**SELECTION** Antojos Julia Alvarez SE p 736	**SELECTION** Antojos Julia Alvarez SE p 737
EFFECTIVE EXPRESSION **Writing to Compare: Compare-and-Contrast Essay** Students write an essay using the interview. Writing to Compare: Compare-and-Contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.11-12.7; W.11-12.2; W.11-12.9.b; PI.9	**MAKING MEANING** **Concept Vocabulary** cantina; cabana; machetes **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Antojos: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Antojos: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research an aspect of the text they find interesting. **STANDARDS**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: cantina; cabana; machetes **Word Study: Loanwords** Concept Vocabulary and Word Study Word Study: Loanwords (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure:**	**LANGUAGE DEVELOPMENT** **Conventions and Style: Pronouns and Antecedents** Students read and analyze pronouns and antecedents. Conventions and Style: Pronouns and Antecedents Conventions and Style: Pronouns and Antecedents (RP) **STANDARDS** L.11-12.1	**EFFECTIVE EXPRESSION** **Research: Research Project** Students research and create a timeline, a map, or a field-guide. Research: Research Project Research: Research Project (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Antojos **STANDARDS** W.11-12.7; PI.3

	RL.11-12.10; L.11-12.4; L.11-12.4.a: PI.10; PII.2; PII.3; PII.6	**Author's Choices: Narrative Structure** Students will analyze Alvarez's use of plot devices in the story. Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **STANDARDS** RL.11-12.3; RL.11-12.5; L.11-12.4.c; PII.2; PII.7		
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Preparing for Discussion (TE p 720)	Audio Summary Antojos: Accessible Leveled Text Personalize for Learning English Language Support: Review Plot (TE p 726) Personalize for Learning English Language Support: Connecting Ideas (TE p 731)	Word Study: Loanwords (RP) (TE p 734) Analyze Craft and Structure: Narrative Structure (RP) (TE p 735) Personalize for Learning English Language Support: Using Context as Clue to Meaning (TE p 735) English Language Support Lesson: Context as Clue to Meaning (On Realize)	Conventions and Style: Pronouns and Antecedents (RP) (TE p 736)	Research: Research Project (RP) (TE p 737) Personalize for Learning English Language Support: Sharing Opinions (TE p 737)
***ELD Companion* Support**				
Unit 5, Lesson 13 **Work Time Instruction** Reteach: Open Syllable Patterns **Work Time Assignments**	**Unit 5, Lesson 14** **Vocabulary** Selection: *perspectives, wanly* Academic: *analyzed, familiar, improved, modification*	**Unit 5, Lesson 15** **Time to Read** Read Independently **Vocabulary**	**Unit 5, Lesson 15** **Work Time Instruction** Word Study Reader: Cameras Through Time **Work Time Assignments**	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

Word Study: Open Syllable Patterns **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Read Aloud, Think Aloud** "Schooled" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	Word Study: Introduce Closed Syllable Patterns Words Word Study: Introduce Open Syllable Patterns **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	Word Study: Closed Syllable Patterns and Open Syllable Patterns **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE pp 738-739	**INTRODUCE INDEPENDENT LEARNING** SE pp 740-741	**INDEPENDENT LEARNING** SE pp 742-744	**PERFORMANCE-BASED ASSESSMENT** SE pp 745-747	**PERFORMANCE-BASED ASSESSMENT** SE pp 748-749
PERFORMANCE TASK **Speaking and Listening Focus:** **Present an Argument** Students plan a debate asking if people usually learn from their fear? **Plan With Your Group** Students will analyze the prompt, gather evidence and media examples, and organize their debate. **Rehearse with Your Group** Students practice the debate, fine-tune the content, improve the debate form, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1.c; SL.11-12.4	**Essential Question** *How do we respond when challenged by 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 Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of fear. **Evidence Log**	**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 that responds to the question – Is fear always a harmful emotion? **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.1.a-f; W.11-12.10; PI.3; PI.11	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Speech** Using their essay, students prepare a speech to present their argument. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1.a; SL.11-12.4.b; PI.9

		Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1; PI.10.B		
***my*Perspectives EL Support**				
		Personalize for Learning English Language Support: Writing a Summary (TE p 742) Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Feedback and Revision (TE p 746)	Personalize for Learning English Language Support: Oral Presentations (TE p 749)
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

GRADE 11 | UNIT 6: **Ordinary Lives, Extraordinary Tales**
ESSENTIAL QUESTION: ***What do stories reveal about the human condition?***
PERFORMANCE BASED ASSESSMENT: **Narrative**

NOTES:

INSTRUCTIONAL MODEL



WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

IMPORTANT NOTES

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

Unit 6 Overview

In this unit, students will read many stories about people and the human condition.

Unit Goals

Students will be able to:

- Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding figurative language and dialect.
- Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments.
- 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

- *Old Man at the Bridge,* Ernest Hemingway (700L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1950-Present, *A Fast-Changing Society*
- Anchor Text, Short Story: *Everyday Use,* Alice Walker (980L)
- Anchor Text, Short Story: *Everything Stuck to Him,* Raymond Carver (460L)
- Anchor Text, Short Story: *The Leap,* Louise Erdrich

Small-Group Learning

- Literary History: *A Brief History of the Short Story,* D.F. McCourt (1270L)
- Short Story: *An Occurrence at Owl Creek Bridge,* Ambrose Bierce (1000L)
- Short Story: *The Jilting of Granny Weatherall,* Katherine Anne Porter (780)

Independent Learning

- Short Story: *The Tell-Tale Heart,* Edgar Allan Poe (860L)
- Short Story: *The Man to Send Rain Clouds,* Leslie Marmon Silko (910L)
- Short Story: *Ambush,* Tim O'Brien (950L)
- Short Story: *Housepainting,* Lan Samantha Chang (650L)

Performance-Based Assessment

Part 1 – Writing to Sources: Narrative

Students will write short story in third-person point of view on the following prompt:

How does a fictional character or characters respond to life-changing news?

Part 2 – Speaking & Listening: Storytelling

Students will use their narrative to conduct a storytelling session.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what stories can reveal to us about people.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 750-757	**OVERVIEW** Whole-Class Learning SE pp 758-759	**SELECTION** Historical Perspective Focus Period: 1950-Present SE pp 760-763	**SELECTION** Anchor Text Everyday Use Alice Walker SE pp 764-774	**SELECTION** Anchor Text Everyday Use Alice Walker SE pp 775-777
Unit Goals Students will deepen their understanding of the human condition by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** colloquial; protagonist; tension; resolution; epiphany Home Connection Letter Spanish Home Connection Letter Unit 6 Answer Key **Launch Text** Students will read "*Old Man at the Bridge".* 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 do stories reveal about the human condition?* **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.	**A FAST CHANGING SOCIETY** **Voices of the Period** Students read quotes that relate to the idea of individualism. **History of the Period** Students discuss how this period in history is filled with conflict and destruction. **Literature Selections** Students discuss the human condition as a literary theme. **STANDARDS** PII.6	**MAKING MEANING** **Concept Vocabulary** sidle; shuffle; furtive; cowering; awkward; hangdog **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Everyday Use: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students conduct research on 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.	**MAKING MEANING** **Analyze Craft and Structure: Literary Elements: Character** Students analyze the possible thoughts and feelings of the narrator. Analyze Craft and Structure: Character Analyze Craft and Structure: Character (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: sidle; shuffle; furtive; cowering; awkward; hangdog **Word Study: Exocentric Compounds** Students complete activities related exocentric compounds Concept Vocabulary and Word Study Word Study**:** Exocentric Compounds (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.

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.11-12.6; PI.7; PI.10; PI.11; PIII			Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.11-12.1; RL.11-12.10; PI.6; PII.2	**Conventions and Style: Dialect** Students identify examples of everyday and formal English. Conventions and Style: Dialect Conventions and Style: Dialect (RP) **STANDARDS** RL.11-12.3; L.11-12.1.a; L.11-12.1.b; L.11-12.3.a
***my*Perspectives EL Support**				
Personalize for Learning English Language Support: Cognates (TE p 753) Personalize for Learning English Language Support: Repetition (TE p 754) Personalize for Learning English Language Support: Summary (TE p 756) Personalize for Learning English Language Support: Arguing		Personalize for Learning English Language Support: Compound Sentences (TE p 761)	Audio Summary Everyday Use: Accessible Leveled Text Personalize for Learning English Language Support: Comparing and Contrasting (TE p 772) Personalize for Learning English Language Support: Idioms (TE p 774)	Analyze Craft and Structure: Character (RP) (TE p 775) Word Study**:** Exocentric Compounds (RP) (TE p 776) Conventions and Style: Dialect (RP) (TE p 777)

(TE p 757)				
***ELD Companion* Support**				
Unit 6, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Question Word Order Word Study: Introduce Structure for Parts of Speech **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 6, Lesson 1** **Work Time Instruction** Reteach: Structure for Parts of Speech **Work Time Assignments** Word Study: Structure for Parts of Speech Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	**Unit 6, Lesson 2** **Vocabulary** Selection: *appalling, clamor* Academic: *conceal, normally, recovering, regular* **Read Aloud, Think Aloud**" "Fish Cheeks" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 6, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Question Word Order Word Study: Introduce Latin Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 6, Lesson 3** **Work Time Instruction** Reteach: Latin Roots **Work Time Assignments** Word Study: Latin Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Everyday Use Alice Walker SE pp 778-779	**SELECTION** Anchor Text Everything Stuck to Him Raymond Carver SE pp 780-789	**SELECTION** Anchor Text Everything Stuck to Him Raymond Carver SE pp 790-791	**SELECTION** Anchor Text Everything Stuck to Him Raymond Carver SE pp 792-793	**SELECTION** Anchor Text The Leap Louise Erdrich SE pp 794-801
EFFECTIVE EXPRESSION **Writing to Sources: Narrative** Students write a narrative retelling an event from "Everyday Use" from the perspective of a character other than Mama. Writing to Sources: Narrative Writing to Sources: Narrative (RP) **Speaking and Listening: Partner Discussion** Students have a discussion about what factors lead a person to embrace, reject, or feel neutral about his or her heritage. Speaking and Listening: Partner Discussion Speaking and Listening: Partner Discussion (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Concept Vocabulary** waterfowl; letterhead; overcast; shotgun **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Everything Stuck to Him: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Everything Stuck to Him: 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: waterfowl; letterhead; overcast; shotgun **Word Study: Endocentric Compounds** Students find examples of endocentric compounds. Concept Vocabulary and Word Study Word Study: Endocentric Compounds (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions and Style: Pronouns and Antecedents** Students analyze examples of pronouns in the story. Conventions and Style: Pronouns and Antecedents Conventions and Style: Pronouns and Antecedents (RP)	**EFFECTIVE EXPRESSION** **Writing to Sources: Narrative Scene** Students write a narrative scene after researching colic. Writing to Sources: Narrative Scene Writing to Sources: Narrative Scene (RP) **Speaking and Listening: Dialogue** Students improvise a dialogue between the father and his daughter that continues their conversation. Speaking and Listening: Dialogue Speaking and Listening: Dialogue (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Everything Stuck to Him **STANDARDS**	**MAKING MEANING** **Concept Vocabulary** encroaching; instantaneously; anticipation; constricting; perpetually; superannuated **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 Leap: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Leap: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RL.11-12.10; PI.6; PI.10

Selection Test: Everyday Use **STANDARDS** W.11-12.3.a-e; SL.11-12.1; SL.11-12.1.a; PI.11B	Students research 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 Craft and Structure: Narrative Structure** Students write notes about the internal story in "Everything Stuck to Him". Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **STANDARDS** RL.11-12.10; PI.6C; PI.9	**STANDARDS** L.11-12.1; L.11-12.3; PII.2A	RL.11-12.3; W.11-12.3.a-e; SL.11-12.4.a; SL.11-12.6	
***my*Perspectives EL Support**				
Writing to Sources: Narrative (RP) (TE p 778) Speaking and Listening: Partner Discussion (RP) (TE p 779) Personalize for Learning	Audio Summary Everything Stuck to Him: Accessible Leveled Text Analyze Craft and Structure: Narrative Structure (RP) (TE p 789) Personalize for Learning	Word Study: Endocentric Compounds (RP) (TE p 790) Conventions and Style: Pronouns and Antecedents (RP) (TE p 791) Personalize for Learning	Writing to Sources: Narrative Scene (RP) (TE p 792) Speaking and Listening: Dialogue (RP) (TE p 793)	Audio Summary The Leap: Accessible Leveled Text Personalize for Learning English Language Support: Writing (TE p 798) Personalize for Learning

English Language Support: Preparing for a Partner discussion (TE p 779) English Language Support Lesson: Partners Discussion (On Realize)	English Language Support: Unfamiliar Terms (TE p 783) Personalize for Learning English Language Support: Dramatic Reading (TE p 787)	English Language Support: Identifying Pronouns and Antecedents (TE p 791) English Language Support Lesson: Pronouns and Antecedents (On Realize)		English Language Support: Literary Analysis (TE p 801)
***ELD Companion* Support**				
Unit 6, Lesson 4 **Vocabulary** Selection: *skulked, unimaginable* Academic: *couple, explain, question* **Read Aloud, Think Aloud** "Anything Can Happen" **Classroom Conversation** Small-Group Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 6, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Structure for Parts of Speech Word Study: Introduce Latin Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12:10; PI.11-12.11; PI.11-12.12	**Unit 6, Lesson 5** **Work Time Instruction** Word Study Reader: Lasers **Work Time Assignments** Word Study: Structure for Parts of Speech and Latin Roots **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12:10; PI.11-12.11; PI.11-12.12	**Unit 6, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Adverb in Sentences Word Study: Introduce Multiple Meaning Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Unit 6, Lesson 6** **Work Time Instruction** Reteach: Multiple Meaning Words **Work Time Assignments** Word Study: Multiple Meaning Words Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Leap Louise Erdrich SE pp 802-803	**SELECTION** Anchor Text The Leap Louise Erdrich SE pp 804-805	**SELECTION** Anchor Text The Leap Louise Erdrich SE pp 806-807	**PERFORMANCE TASK: WRITING FOCUS** Write a Narrative SE pp 808-810	**PERFORMANCE TASK: WRITING FOCUS** Write a Narrative SE pp 811-815
MAKING MEANING **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Narrative Structure** Students write notes about the internal story in "Everything Stuck to Him". Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **STANDARDS** RL.11-12.1; RL.11-12.3; PI.7; PI.12	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: encroaching; instantaneously; anticipation; constricting; perpetually; superannuated **Word Study: Latin Root: *-strict-*** Students complete activities finding the Latin root *–strict-*. Concept Vocabulary and Word Study Word Study: Latin Root: *-strict-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Motif** Students analyze motifs in "The Leap." Author's Style: Motif Author's Style: Motif (RP) **STANDARDS**	**EFFECTIVE EXPRESSION** **Writing to Sources: Anecdote** Students write an anecdote about an event in their past. Writing to Sources: Anecdote Writing to Sources: Anecdote (RP) **Speaking and Listening: Response to Literature** Students choose a quote and explain how it connects to the plot and themes of the story. Speaking and Listening: Response to Literature Speaking and Listening: Response to Literature (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: The Leap **STANDARDS** W.11-12.3; SL.11-12.4; PI.9	**PERFORMANCE TASK** **Write a Fictional Narrative** Students write a fictional narrative that answers the question: How do stressful situations often reveal the best and worst in people? **PreWriting/Planning** Students focus on a conflict, create a story chart, develop your characters, and connect to texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.11-12.3.a-e; W.11-12.10; PI.1; PI.5	**LANGUAGE DEVELOPMENT: STYLE** **Add Variety: Dialogue** Students look for ways to incorporate dialogue into their writing. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their narrative and share in small groups. **Reflecting** Students reflect on their narratives. **STANDARDS** W.11-12.3.a; W.11-12.3.b; W.11-12.3.c; W.11-12.3.e; L.11-12.1; L.11-12.4.c; PII.1

	RL.11-12.4; L.11-12.4.b; PI.10A, PI.12			
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Personalize for Learning English Language Support: Vocabulary (TE p 802) Personalize for Learning English Language Support: Narrative Structure: Analyze Suspense (TE p 802) English Language Support Lesson: Suspense (On Realize)	Word Study: Latin Root: *-strict-* (RP) (TE p 804) Author's Style: Motif (RP) (TE p 805) Personalize for Learning English Language Support: Point of View (TE p 805)	Writing to Sources: Anecdote (RP) (TE p 806) Speaking and Listening: Oral Response to Literature (RP) (TE p 807) Personalize for Learning English Language Support: Reading Fiction Aloud (TE p 807)	Personalize for Learning English Language Support: Developing Characters (TE p 809)	Personalize for Learning English Language Support: Tagging Dialogue (TE p 811) Personalize for Learning English Language Support: Pay Attention to Punctuation (TE p 815)
***ELD Companion* Support**				
Unit 6, Lesson 7 **Vocabulary** Selection: *staunchest, egotism* Academic: *admitting, attitude, presence, requested* **Read Aloud, Think Aloud**" "After Twenty Years" **Classroom Conversation** Partner Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 6, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Adverbs in Sentences Word Study: Introduce Suffixes *–ful, -ic,* and *-ist* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Unit 6, Lesson 8** **Work Time Instruction** Reteach: Suffixes *–ful, -ic,* and *-ist* **Work Time Assignments** Word Study: Suffixes *–ful, -ic,* and *-ist* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PIII.11-12	**Unit 6, Lesson 9** **Vocabulary** Selection: *harassment, conscience* Academic: *allowed, invent, presents, protect* **Read Aloud, Think Aloud** "Haroon" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	**Unit 6, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study Reader: Introduce Multiple Meaning Words Word Study: Introduce Suffixes *–ful, -ic,* and *-ist* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 816-819	**SELECTION** A Brief History of the Short Story D.F. McCourt SE pp 820-827	**SELECTION** An Occurrence at Owl Creek Bridge Ambrose Bierce SE pp 828-838	**SELECTION** An Occurrence at Owl Creek Bridge Ambrose Bierce SE p 839	**SELECTION** An Occurrence at Owl Creek Bridge Ambrose Bierce SE p 840
Essential Question *What do stories reveal about the human condition?* **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** supplanted; ascendant; renaissance **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio A Brief History of the Short Story: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. A Brief History of the Short Story: First Read Extension Questions **Research to Explore** Students research one aspect of the text they find interesting. **Close Read the Text**	**MAKING MEANING** **Concept Vocabulary** etiquette; deference; dictum **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** An Occurrence at Owl Creek Bridge: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. An Occurrence at Owl Creek Bridge: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students conduct research on an aspect of the text they find interesting. **STANDARDS**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: etiquette; deference; dictum **Word Study: Latin Root: *-um*** Concept Vocabulary and Word Study Word Study: Latin Root: *-um (RP)* **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.11-12.4; L.11-12.4.b	**MAKING MEANING** **Analyze Craft & Structure: Author's Choices: Structure** Students analyze figurative language. Analyze Craft and Structure: Structure Analyze Craft and Structure: Structure (RP) **STANDARDS** RL.11-12.5; PI.6A; PII.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. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: supplanted; ascendant; renaissance **Word Study: Latin Root *-scend-*** Concept Vocabulary and Word Study Word Study: Latin Root *-scend-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Sequence of Events** Students will analyze how the author structures events in the story. Analyze Craft and Structure: Sequence of Events	RL. 11-12.10; L.11-12.4.a; PI.6; PI.8; PI.10B; PII.1		

	Analyze Craft and Structure: Sequence of Events (RP) **Conventions and Style: Active and Passive Voice** Students label sentences as either passive or active. Conventions and Style: Active and Passive Voice Conventions and Style: Active and Passive Voice (RP) **Research: Research Report** Students create a research report that relates to the story. Research: Research Report Research: Research Report (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: A Brief History of the Short Story **STANDARDS** RI.11-12.3; RI.11-12.5; RI.11-12.10; W.11-12.7; L.11-12.1.a; L.11-12.4.a; L.11-12.4.b; PI.12; PII.3			

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	Audio Summary A Brief History of the Short Story: Accessible Leveled Text Word Study: Latin Root *-scend-* (RP) (TE p 824) Analyze Craft and Structure: Sequence of Events (RP) (TE p 825) Conventions and Style: Active and Passive Voice(RP) (TE p 826) Research: Research Report (RP) (TE p 827) Personalize for Learning English Language Support: Using Active and Passive Voice (TE p 826) English Language Support Lesson: Active and Passive Voice (On Realize) Personalize for Learning English Language Support: Extended Definitions (TE p 827)	Audio Summary An Occurrence at Owl Creek Bridge: Accessible Leveled Text Personalize for Learning English Language Support: Descriptive Language (TE p 830) Personalize for Learning English Language Support: Determining Main Ideas (TE p 838)	Word Study: Latin Suffix: *-um* (RP) (TE p 839)	Analyze Craft and Structure: Author's Choices: Structure (RP) (TE p 840) Personalize for Learning English Language Support: Understanding Patterns of Organization (TE p 840) English Language Support Lesson: Patterns of Organization (On Realize)
***ELD Companion* Support**				
Unit 6, Lesson 10 **Work Time Instruction** Word Study Reader: Comic and Animation	**Unit 6, Lesson 11** **Time to Read** Read Independently **Vocabulary**	**Unit 6, Lesson 11** **Work Time Instruction** Reteach: Word Families **Work Time Assignments**	**Unit 6, Lesson 12** **Vocabulary** Selection: *audible, purifying* Academic: *invisible, noticed, switched, weak*	**Unit 6, Lesson 13** **Time to Read** Read Independently **Vocabulary**

Work Time Assignments Word Study: Multiple Meaning Words and Suffixes *–ful, -ic,* and *-ist* **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12	Oops: Order of Adjectives Word Study: Introduce Word Families **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PII.11-12.4; PIII.11-12	Word Study: Word Families Interactive Reader **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PII.11-12.3; PII.11-12.4; PIII.11-12	**Read Aloud, Think Aloud**" "American Primitive" **Classroom Conversation** Whole Class Discussion **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2	Oops: Order of Adjectives Word Study: Introduce Related Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION An Occurrence at Owl Creek Bridge Ambrose Bierce SE p 841	**SELECTION** The Jilting of Granny Weatherall Katherine Anne Porter SE pp 842-852	**SELECTION** The Jilting of Granny Weatherall Katherine Anne Porter SE pp 853	**SELECTION** The Jilting of Granny Weatherall Katherine Anne Porter SE pp 854-855	**SELECTION** The Jilting of Granny Weatherall Katherine Anne Porter SE pp 856-857
LANGUAGE DEVELOPMENT **Conventions and Style: Varying Syntax for Effect** Students notice how the author uses a device known as asyndeton. Conventions and Style: Varying Syntax for Effect Conventions and Style: Varying Syntax for Effect (RP) Selection Test: An Occurrence at Owl Creek Bridge **STANDARDS** L.11-12.1.a; L.11-12.3.a	**MAKING MEANING** **Concept Vocabulary** hypodermic; clammy; dyspepsia **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 Jilting of Granny Weatherall: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Jilting of Granny Weatherall: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research one aspect of the text they find interesting.	**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: hypodermic; clammy; dyspepsia **Word Study: Greek Prefix: *dys-*** Concept Vocabulary and Word Study Word Study: Greek Prefix: *dys-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.	**MAKING MEANING** **Analyze Craft & Structure: Narrative Structure** Students will analyze stream of consciousness, flashbacks and narrative point of view in the reading. Analyze Craft and Structure: Narrative Structure Analyze Craft and Structure: Narrative Structure (RP) **LANGUAGE DEVELOPMENT** **Author's Style: Figurative Language** Students identify metaphors or similes in the passage. Author's Style: Figurative Language Author's Style: Figurative Language (RP) **STANDARDS** RL.11-12.5; PI.6A; PI.8	**EFFECTIVE EXPRESSION** **Writing to Compare: Oral Presentation** Students write a comparison of two stories they have studied then present to the class. Writing to Compare: Oral Presentation **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.5; W.11-12.2; SL.11-12.6; PII.1

	STANDARDS RL.11-12.10; L.11-12.4.b; PI.6A	**STANDARDS** L.11-12.4.b		
***my*Perspectives EL Support**				
Conventions and Style: Varying Syntax for Effect (RP) (TE p 841)	Audio Summary The Jilting of Granny Weatherall: Accessible Leveled Text Personalize for Learning English Language Support: Text Analysis (TE p 847)	Word Study: Greek Prefix: *dys-* (RP) (TE p 853)	Analyze Craft and Structure: Narrative Structure (RP) (TE p 854) Author's Style: Figurative Language (RP) (TE p 855) Personalize for Learning English Language Support: Point of View (TE p 854) Personalize for Learning English Language Support: Identifying Similes and Metaphors (TE p 855) English Language Support Lesson: Similes and Metaphors (On Realize)	Personalize for Learning English Language Support: Organizing an Essay (TE p 857)
***ELD Companion* Support**				
Unit 6, Lesson 13 **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study: Related Words **Standards** PI.11-12.2; PI.11-12.5; PI.11-12.8; PI.11-12.10; PI.11-12.11; PI.11-12.12; PIII.11-12	**Unit 6, Lesson 14** **Vocabulary** Selection: *refugee, permanent* Academic: *acting, likely, single, situation* **Read Aloud, Think Aloud** "Suzy and Leah"	**Unit 6, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Word Families Word Study: Introduce Related Words **Standards**	**Unit 6, Lesson 15** **Work Time Instruction** Word Study Reader: Jacob Lawrence **Work Time Assignments** Word Study: Word Families and Related Words **Standards** PI.11-12.2	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4

	Classroom Conversation Collaborative Conversation **Standards** PI.11-12.1; PI.11-12.3; PI.11-12.4; PI.11-12.5; PI.11-12.6; PI.11-12.7; PI.11-12.8; PI.11-12.12; PII.11-12.1; PII.11-12.2; PI.11-12.3	PI.11-12.2		

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present a Narrative SE pp 858-859	**INTRODUCE INDEPENDENT LEARNING** SE pp 860-861	**INDEPENDENT LEARNING** SE pp 862-864	**PERFORMANCE-BASED ASSESSMENT** SE pp 865-867	**PERFORMANCE-BASED ASSESSMENT** SE pp 867-869
PERFORMANCE TASK **Speaking and Listening Focus:** **Present a Narrative** Students will develop a stream-of-consciousness narrative the reviews how the technique is used in the short stories. **Plan With Your Group** Students will analyze the text, draft the narrative, plan use of media, and organize the presentation. **Rehearse with Your Group** Students practice the narrative, film, present and evaluate. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.11-12.1.c; W.11-12.3; W.11-12.3.b	**Essential Question** *What do stories reveal about the human condition?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** First-Read Guide **Close-Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of the human condition. **Evidence Log**	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Notes for a Narrative** Students evaluate the strength of their content. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Narrative** Students will write a short story answering how fictional characters respond to life-changing news. **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.11-12.1.a-e; W.11-12.10; PI.12	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Storytelling Session** After completing the narrative, students conduct a storytelling session. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.11-12.1.a; SL.11-12.5; PI.3

		Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.11-12.10; RI.11-12.10; SL.11-12.1		
***my*Perspectives EL Support**				
		Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Literary Terms (TE p 866)	Personalize for Learning English Language Support: Support Opinions (TE p 869)
***ELD Companion* Support**				
Time to Read Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club **Standards** PI.11-12.1; PI.11-12.4