

Students **Prepare to Read** by engaging in routines to support their comprehension of each thematically-connected, grade-level text. The **Concept Vocabulary** activates and builds background by introducing semantically-related words students will encounter in the text. The **Reading Strategy** equips students with a tool for unlocking meaning. As students **Read to Unlock Meaning**, they apply the strategy and respond to **Comprehension Check** questions. They later return to the text to respond to the **Close-Read** notes. All the while, they annotate the text, highlighting unfamiliar vocabulary, noting passages to revisit, and posing questions.

Routine | Concept Vocabulary

Concept Vocabulary

Predict The words listed in the chart appear in the story. Judging from these words, what kinds of characters and events do you think this story will be about?

craving (KRAYV ihng) <i>n.</i> deep, intense longing	beseeking (buh SEE chihng) <i>adj.</i> demanding in a hopeful and persuasive way
supplication (suhp lih KAY shuhn) <i>n.</i> act of humbly begging for something	pestered (PEHS tuhnd) <i>v.</i> bothered repeatedly with trivial requests or actions
pleading (PLEE dihng) <i>adj.</i> agreeably persuasive; imploring	insisted (ihn SIHS tuhnd) <i>v.</i> made a firm demand

Purpose

When students spend just a few minutes considering select **Concept Vocabulary** that they will encounter in the text, their brains are primed for the text's content, which supports meaning making as they read. This is especially true when these words are paired with the **About the Author** and **Background** that accompanies each text. Students use all three to begin the process of creating a network of semantically-related vocabulary that equips them to *generate* the meanings of unfamiliar words they encounter in the text.

Routine | Reading Strategy

Reading Strategy: Create Mental Images

Authors use descriptions to help readers picture a story's characters, settings, and actions in their minds. To form strong mental images, pay special attention to words and phrases that relate to visual qualities, such as color, shape, size, motion, and location. Also notice comparisons that create vivid word pictures.

EXAMPLE

Notice the details related to color, position, and movement in this passage from the story's first paragraph. Use them to see the scene in your mind.

His mother walked on in front of him, carrying a bright striped bag in one hand. Her other arm, swinging loose, was very white in the sun.

PRACTICE As you read, look for words and phrases that help you create mental images and deepen your understanding of the story. Mark the most striking details.

Purpose

Skilled readers have an array of strategies they flexibly apply across texts and tasks. The **Reading Strategy** for each selection has been chosen specifically because it helps students make meaning of the text. Students learn **what** the strategy is, **how** it works, and **why** they should use it. Students are then prompted to apply the strategy as they read and revisit their use of the strategy after reading to strengthen their ability to *independently* match strategies to texts.

Routine | Read to Unlock Meaning

READ TO UNLOCK MEANING

1. First, read the text for comprehension and enjoyment. Use the **Reading Strategy** and **Comprehension Check** questions.
2. Go back and respond to the **Close-Read** notes.
3. Identify other interesting details in the text. Ask your own questions and draw your own conclusions.

Purpose

When students **Read to Unlock Meaning**, they first read for comprehension and enjoyment, taking in the text and noting passages to return to later. They apply the Reading Strategy and use the **Comprehension Check** questions to support meaning making.

A Note about the Close Read

As students develop cognitive and meta-cognitive strategies to manage their own reading process, encourage them to make their own decisions about when to slow down or speed up their reading, when to reread, and how to mark a text. Use the Close Read notes and routine to model, not prescribe, a process.

After reading the text, students **Build Insight** by capturing their **First Thoughts**, then confirm their comprehension by composing a **Summary** of the text. Next, they deepen their initial comprehension through **Analysis**, making inferences, interpreting and evaluating the text, and drawing conclusions while citing textual evidence. Students **Explore the Essential Question**, building knowledge of the unit theme by connecting the text to the big ideas of the unit.

Routine | First Thoughts & Summary

First Thoughts

Choose one of the following questions, and write a response.

- What are your initial thoughts about this story? What's worth thinking or talking about?
- If Jerry were a schoolmate who confided his plans to you, how would you react? Is he being reckless, or is he attempting something worthwhile? Explain.

Summary

Write a summary of the story to confirm your comprehension. Remember to include only the story's main events.

Purpose

First Thoughts is the opportunity for students to just say what they think, affirming their perspective on the text, and to consider what in the text is worth additional study. This can be an opportunity to review their annotations and any questions they generated during their first read of the text. The **Summary** confirms student's comprehension of the text, inviting them to capture main ideas, key details, claims, and characters, or plot points according to text type.

Routine | Analysis

Analysis

1. **(a) Analyze** Cite details in the opening paragraph that describe the bay and the beach. **(b) Interpret** Why does the bay draw Jerry's attention? What does it represent to him? Explain.
2. **(a) Make Inferences** Reread paragraphs 14–19. What quality does Jerry see in himself, and what does he determine to do as a result? **(b) Interpret** In swimming through the tunnel, do you think Jerry was trying to prove something to the other boys, or to himself? Explain.
3. **Interpret** In a coming-of-age story, a young person moves from a state of immaturity to one of knowledge. Do you think this is a coming-of-age story? If not, why not? If so, what does Jerry learn?
4. **Draw Conclusions** At the end of the story, why do you think Jerry tells his mother how long he can hold his breath but avoids telling her about his swim through the tunnel?
5. **Make a Judgment** Do you think Jerry is proud of his achievement, or is his victory somehow empty? Explain.

Purpose

Analysis deepens students' understanding of the text, moving from literal comprehension to inferential and evaluative comprehension, through carefully sequenced prompts. Students also practice citing textual evidence to support their analysis and interpretation.

Routine | Explore the EQ

EXPLORE THE ESSENTIAL QUESTION

What qualities help us survive?

6. **(a)** What have you learned about survival by reading "Through the Tunnel"? **(b)** Would you say that Jerry is a survivor? Is his mother?
7. Is it fair to describe yourself as a survivor if the ordeal is of your own making? Why, or why not? Record your ideas in your Evidence Log.

Purpose

When students **Explore the Essential Question**, they are making explicit the connection between the knowledge they have gained from the text and the Essential Question at the heart of the unit and the Performance-Based Assessment. They also consider how the perspective presented in the text informs their own thinking about the unit theme. Recording these thoughts and insights in the Evidence Log provides students a valuable resource for reflecting on how their thinking has changed over the course of the unit, as well as for developing their writing for the Performance-Based Assessment.

Analyze and Interpret

Part of the ongoing process of deepening comprehension, **Analyze and Interpret** presents opportunities for students to revisit passages through the **Close Read**, to delve into knowledge-building tasks that hone vital **Inquiry and Research** skills, and to develop their literacy knowledge as they learn more about how texts works.

Routine | Close Read

Close Read

The Reading sections of college admissions tests require you to apply close-reading skills to answer questions about the details and deeper meanings of texts. Practice with these questions, which are based on paragraphs 39–41 of “Through the Tunnel.”

■ **PRACTICE** Select an answer for each item.

1. In the middle of paragraph 39, the word “conscious” means

- ☒ A) alert and able to think clearly.
- ☐ B) concerned about one's actions.
- ☐ C) marked by strong feelings.
- ☐ D) purposeful and aggressive.

2. Read sentences 3 and 4 in paragraph 40. Which choice describes the effect of the missing time between Jerry's thought of drowning and his clutching the rock?

- ☐ A) It builds suspense and echoes the panic that Jerry feels.
- ☐ B) It causes readers to question how he was able to reach the rock.
- ☒ C) It shows that he loses consciousness and then revives.
- ☐ D) It emphasizes Jerry's physical strength and training.

Purpose

The **Close Read** directs students to revisit specific passages and practice responding to the type of analysis and interpretation questions they'll encounter on state assessments and college admissions tests.

A Note about the Close Read

In grades 6–8, students are explicitly prompted to reply to the Close Read notes as part of this routine. In grades 9–12, invite students to return to the Close Read notes to clarify and deepen their understanding of the text before or during the Analyze and Interpret routine.

Routine | Inquiry & Research

Inquiry and Research

Paraphrase Source Material In real life, competitive swimmers train to increase their lung capacity. Research breath training and write an explanation of how Jerry's actions reflect or differ from approved practices. Include paraphrases from two sources and cite them using in-text citations.

A **paraphrase** is a restatement of someone else's ideas using your own words. To cite a paraphrase correctly, place the source details—often, the author's last name and the page number where you found the information—in parentheses after the paraphrased text, as shown here: *Breathing involves muscles, including the ones between the ribs (Hale 65).*

■ **PRACTICE** Research and write your explanation. Include at least two paraphrases and cite them correctly using in-text citations.

Purpose

Inquiry and Research prompts foster student agency by creating opportunities for students to explore their questions and interests as they develop skills such as paraphrasing, developing research questions, and evaluating sources. These brief tasks make inquiry and research a regular, rather than infrequent, part of learning.

Routine | Literary & Text Elements

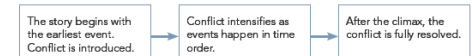
Linear Plot Development

Plot is the sequence of connected events that occur in a story. These events are driven by one or more conflicts, which may be external, internal, or both. Plots follow specific stages:

- **Exposition:** characters, setting, and basic situation are introduced
- **Rising Action:** conflict starts with an *inciting incident* and begins to intensify
- **Climax:** conflict reaches its highest point of drama or tension
- **Falling Action:** tension in the story lessens
- **Resolution:** conflict ends, and remaining issues are resolved

In many stories, the order of these events is *linear*, meaning they follow a straight line through time. Other stories feature *nonlinear* elements, such as flashback or flash-forward, both of which present events out of time sequence.

Linear Plot Development



■ **PRACTICE** Answer the questions.

1. (a) **Analyze** What hints of conflict between Jerry and his mother appear in the story's exposition? (b) **Distinguish** What other aspects of the setting and situation that are important to the plot appear in the exposition? Explain.
2. (a) **Analyze** What is the story's main conflict? (b) **Summarize** Explain the inciting incident that starts that conflict. (c) **Interpret** In what ways does that conflict include both external and internal factors? Explain.

Purpose

Each **Analyze and Interpret** routine focuses on a **Literary or Text Element** that unlocks deeper comprehension of the text being studied. As students read across texts and genres, they build their knowledge of how texts work, analyzing the elements that create meaning, define genre, and establish purpose. They also practice applying their newly-acquired skills and knowledge in their own writing.

Students **Study Language and Craft** by revisiting the **Concept Vocabulary**, engaging in **Word Study**, and learn more about how language and craft work. Students use brief activities to examine and expand upon the language used in the text, which also supports their reading comprehension and enhances the language they use when speaking and writing.

Routine | Concept Vocabulary

Concept Vocabulary

Why These Words? The vocabulary words relate to longings and requests. For example, when Jerry first sees the older boys, his smile is one of *supplication*, or humble request. Later, desperate for goggles, he *pestered* his mother until she bought them.

craving	supplication	beseeking
insisted	pleading	pestered

PRACTICE Answer the questions and complete the activity.

- How do the concept vocabulary words clarify Jerry's conflicts and motivations in this story?
- Which other words in the selection connect to the concepts of requests and longing?
- Use the concept vocabulary words in a letter that you write from Jerry's point of view. The recipient could be his mother, his friends at home, or another person of your choosing.

Purpose

Students revisit the **Concept Vocabulary** to answer an important question: *Why these words?* Students develop an understanding of the relationships among words, which supports their ability to independently generate the meaning of unfamiliar words. They also learn how word choice affects meaning. Students then practice using the words themselves, securing their new vocabulary knowledge.

Routine | Word Study

Word Study

Denotative and Connotative Meanings A word's **denotative meaning** is its dictionary definition. Its **connotative meaning** is the idea or emotion associated with it. The connotation may be positive or negative, or it may express levels of intensity. For example, the vocabulary words *pleading* and *beseeking* and the word *demanding* share denotations: "requesting in an urgent way." The connotations of both *pleading* and *beseeking* suggest a lack of power on the part of the person making the request. In contrast, the connotation of *demanding* attributes power to the requester. You can analyze context to determine how connotations shape the meaning of a text.

PRACTICE Complete the following items.

- Name a synonym for each concept vocabulary word. Then, describe how the connotation of each synonym differs from the original word.
- Analyze the context of the passage to determine the meanings of the underlined words and to distinguish between their denotations and connotations. Explain their similarities and differences.

Once he decided to train, the boy was resolute. It took great willpower to overcome the discomfort he faced. Nevertheless, the stunt was wildly dangerous. It would be fair to say his actions were more pig-headed than they were steadfast.

Purpose

Word Study develops students' vocabulary knowledge by providing explicit instruction about how words work. Students learn to distinguish connotative and denotative meanings, identify the morphemes that make up words and the meaning they carry, and use context clues, all to develop the skills they need to generate the meanings of unfamiliar words they encounter in texts.

Routine | Craft & Conventions

Pronoun-Antecedent Agreement

A **pronoun** is a word that can take the place of one or more nouns or pronouns—known as the pronoun's **antecedent**. Every pronoun has a grammatical person: first, second, or third. A first-person pronoun refers to the person(s) speaking. A second-person pronoun refers to the person(s) being spoken to. A third-person pronoun refers to the person(s), thing(s), place(s), or idea(s) being spoken about.

Every pronoun also has a number—singular (one) or plural (more than one). Some pronouns are always singular, some are always plural, and some may be either singular or plural, depending on the context.

PERSONAL AND POSSESSIVE PRONOUNS			
	ALWAYS SINGULAR	SINGULAR OR PLURAL	ALWAYS PLURAL
First Person	I, me, my, mine		we, us, our, ours
Second Person		you, your, yours	
Third Person	it, its, she, her, he, him, his	they, them, their, theirs	

A pronoun must agree with its antecedent in person and number. Notice how that rule is applied in the following examples (the antecedents are highlighted).

EXAMPLE

- I bought Mrs. Miranda the ingredients for her pie.
- My two sisters were hungry. I brought them some food.

READ Read the passage from the story. Then, identify and label personal and possessive pronouns and their antecedents.

On the edge of a small cape that marked the side of the bay away from the promontory was a loose scatter of rocks. Above them, some boys were stripping off their clothes. They came running, naked, down to the rocks. The English boy swam toward them, but kept his distance at a stone's throw.

WRITE/EDIT Edit the paragraph shown here to correct errors in pronoun-antecedent agreement.

Jerry was determined to swim through the tunnel despite the danger they posed. He would not let his mother know of their plan. She would certainly not have allowed him to attempt the challenge. Although the risks were great, Jerry conquered it and triumphed over her.

TIP

The word *antecedent* means "someone or something that comes before." In history class, for example, you might learn the antecedent causes of a war. In grammar, however, the antecedent to a pronoun may come after the pronoun in a sentence. For example: *Despite her misgivings, Deirdre decided to campaign for club president.*

Purpose

Reading like writers, students analyze examples of **Craft and Conventions** drawn from the text selection. By analyzing the effect of each, students deepen their comprehension and prepare to write effectively.

When students **Share Ideas** they write, speak, and listen to deepen their understanding of texts by examining language structures and engaging in verbal reasoning. They produce an array of texts across genres and formats to develop and demonstrate their expressive skills and communicate their perspective, their experience, and their understanding.

Routine | Writing

Writing

An encyclopedia is a reference work that provides information on a variety of topics. An **encyclopedia entry** is a single, informative article on one topic. Encyclopedia entries are brief, authoritative, and to the point.

ASSIGNMENT

Write an **encyclopedia entry** in which you explain the idea of “imperfect duty,” which is discussed in paragraph 16 of “The Moral Logic of Survivor Guilt.” Support your explanation with two types of information:

- details from Sherman’s editorial that help you understand the concept
- an anecdote, or brief story, that illustrates the concept. Use an anecdote that you develop rather than one from Sherman’s editorial.

Format the entry to help readers understand and locate information. For example, you might use section heads or bulleted lists to highlight and organize separate ideas.

Use Academic Vocabulary Try to use one or more of the academic vocabulary words in your writing: *evidence, credible, valid, formulate, logical*.

Purpose

Writing tasks deepen students’ understanding of the text, providing an opportunity for them to clarify and organize their thinking and apply the language skills they have acquired. Students write across a variety of engaging, authentic text types, including brief informational texts, evidence-supported argumentative pieces, and narrative-based works.

Routine | Writing to Compare

Writing to Compare

These two stories have similar settings, characters, and themes, but their plot development is different—one is linear and the other is nonlinear. The authors’ choices of plot structure shape how readers experience each story.

ASSIGNMENT

Write a **comparison-and-contrast essay** in which you explore the effects of two types of plot development—the linear approach of “Through the Tunnel” and the nonlinear approach of “The Seventh Man.”

- Consider how the linear structure of “Through the Tunnel” creates tension or suspense.
- Consider how the nonlinear structure of “The Seventh Man” deepens readers’ understanding of the main character.

Purpose

Writing to Compare develops and demonstrates students’ understanding of multiple texts. By comparing and contrasting works, students consider and synthesize multiple perspectives on the unit theme or explore how different authors establish and communicate their purpose for writing.

A Note about Share Ideas

Each Share Ideas task contributes to the Performance Tasks and Performance-Based Assessment. Writing, Speaking, and Listening across genres builds transferable skills: integrating evidence, explaining reasoning, and crafting sentences with impact. A narrative task might ask students to include an anecdote, but that same skill helps them develop evidence or reasoning in an argumentative piece later. Help students see the connection between the Share Ideas tasks and the later assessments.

Routine | Speaking & Listening

Speaking and Listening

A **pep talk** is a short speech meant to inspire and encourage an audience. Pep talks often use informal, emotional language.

ASSIGNMENT

Write and deliver a **pep talk** you might give to a group of firefighters, a Scout troop, or members of another service organization who have experienced a failure. Explain why it is important that they strive to fulfill their vows, but also forgive themselves when they fail. Include ideas from Sherman’s essay, explaining or simplifying them as needed.

Purpose

Because talk accelerates learning, **Speaking and Listening** is an essential part of every lesson. Share Ideas prompts provide opportunities for students to more formally prepare and present something to peers (and others) that gives their voices needed space to be shared and heard. As with writing, speaking and listening tasks encompass a wide array of engaging, authentic performances, including pep talks, podcasts, panel discussions, and oral interpretations.