myPerspectives™
ENGLISH LANGUAGE ARTS

Grade 10 Unit Planning Guide

GRADE 10

myPerspectives™
ENGLISH LANGUAGE ARTS

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LEARNING COMPANY
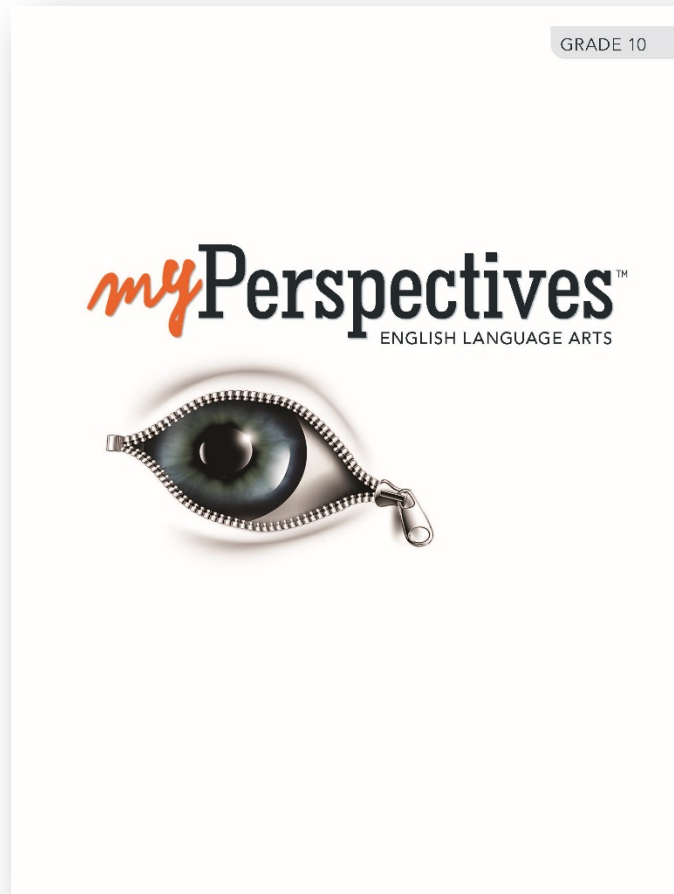
*my*Perspectives Unit Planning Guide

GRADE 10 | UNIT 1: **Inside the Nightmare**
ESSENTIAL QUESTION: ***What is the allure of fear?***
PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**
NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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

Unit 1 Overview

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

Unit Goals

Students will be able to:

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

Selections & Media

Launch Text
- My Introduction to Gothic Literature (900L)

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

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

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

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

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic:

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

Part 2 – Speaking & Listening: Informal Talk

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

Unit Reflection

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

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Anchor Text The Fall of the House of Usher Edgar Allan Poe	**SELECTION** Anchor Text The Fall of the House of Usher Edgar Allan Poe	**SELECTION** Anchor Text The Fall of the House of Usher Edgar Allan Poe
SE pp 4-9	SE pp 10-11	SE pp 12-22	SE pp 22-32	SE p 33
Unit Goals Students will deepen their understanding of scary literature by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** motivate; dimension; manipulate; psychological; perspective Home Connection Letter Spanish Home Connection Letter Unit 1 Answer Key **Launch Text** Students will read "*My Introduction to Gothic Literature*" They will then be able to participate in discussions about the allure of fear. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary**	**Essential Question** *What is the allure of fear?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** annihilate; antiquity; fissure; dissolution; rending; tumultuous **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Fall of the House of Usher: Accessible Leveled Text **STANDARDS** RL.9-10.10	**MAKING MEANING** **Read the Selection** **Comprehension Check** Students complete comprehension questions. The Fall of the House of Usher: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research something that interests them from the text and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.1; RL.9-10.10	**MAKING MEANING** **Analyze Craft & Structure Literary Style** Students will record passages that exemplify elements of the Gothic literary tradition. Analyze Craft and Structure: Literary Style Analyze Craft and Structure: Literary Style (RP) **STANDARDS** RL.9-10.5

Students write a summary of the Launch Text. **Launch Activity** Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: How is an "American" identity created: **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 📥 Evidence Log ▶️ Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6			
*my*Perspectives EL Support			
🔊 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 5)		🔊 Audio Summary 📥 The Fall of the House of Usher: Accessible Leveled Text Personalize for Learning English Language Support: Compound-Complex Sentences (TE p 16)	Personalize for Learning English Language Support: Figurative Language (TE p 25)	📥 Analyze Craft and Structure: Literary Style (RP) (TE p 33) Personalize for Learning English Language Support: Creating Mood (TE p 33) 📥 English Language Support Lesson: Mood (On Realize)

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

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

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

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

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

| **STANDARDS**
L.9-10.1; L.9-10.1.b; L.9-10.4.b; L.9-10.5 | | Students choose an item from the text and formulate a research question.

Close Read the Text
Students will review the Close Read Model and complete the close read sections in the selection.

LANGUAGE DEVELOPMENT

Concept Vocabulary
Students complete activities related to the Concept Vocabulary words: reclusive; sinister; ethereal
Concept Vocabulary

Word Network
Add words related to portrayals of fear.

EFFECTIVE EXPRESSION

Speaking and Listening: Informational Graphic
Students create and present an informational graphic.
Speaking and Listening: Informational Graphic

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

STANDARDS
RI.9-10.1; RI.9-10.10; SL.9-10.2; SL.9-10.4; SL.0-10.5; PI.2; PI.6C | | |

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🔴 Word Study: Patterns of Word Changes (RP) (TE p 46) 🔴 Conventions: Types of Phrases (RP) (TE p 47) Personalize for Learning English Language Support: Using Prepositions to Add Details to Writing (TE p 47)	Personalize for Learning English Language Support: Practice Explanatory Writing (TE p 49) 🔴 English Language Support Lesson: Explanatory Writing (On Realize)	🔴 Audio Summary 🔴 from How to Tell You're Reading a Gothic Novel – In Pictures Personalize for Learning English Language Support: Idioms (TE p 51) Personalize for Learning English Language Support: Syntax (TE p 53) Personalize for Learning English Language Support: Key Words (TE p 56) Personalize for Learning English Language Support: Plan an Informational Graphic (TE p 57)		Personalize for Learning English Language Support: Modifying to Add Descriptive Details (TE p 62)
ELD Companion Support				
Unit 1, Lesson 7 **Vocabulary** Selection: *routine, enclosed* Academic: *defense, evidence, judge, minor* **Read Aloud, Think Aloud**" "Phobias: Beyond Fear" **Classroom Conversation** Small-Group Discussion	**Unit 1, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns as Subjects and Objects Word Study: Suffixes	**Unit 1, Lesson 8** **Work Time Instruction** Reteach: Suffixes Explanatory Essay: Revise and Edit **Work Time Assignments** Word Study: Suffixes Explanatory Essay: Revise and Edit	**Unit 1, Lesson 9** **Vocabulary** Selection: *expectations, response* Academic: *complicated, episode, recognize, reflection* **Read Aloud, Think Aloud** "Got Butterflies? Find Out Why" **Classroom Conversation** Partner Conversation	**Unit 1, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Possessive Nouns Word Study: Suffixes

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 64-67	**SELECTION** Where is Here? Joyce Carol Oates SE pp 68-78	**SELECTION** Where is Here? Joyce Carol Oates SE pp 78-81	**SELECTION** from The Dream Collector Arthur Tress SE pp 82-87	**SELECTION** from The Dream Collector Arthur Tress SE pp 88-89
Essential Question *What is the allure of fear?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** gregarious; amiably; stoical **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Where is Here?: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Where is Here?: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic. **Close Read the Text** Students will review the Close Read Model and complete the	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: gregarious; amiably; stoical **Word Study** Adverbs of Manner Concept Vocabulary and Word Study Word Study: Adverbs (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Literary Style** Students will identify details that relate to literary elements. Analyze Craft and Structure: Literary Style Analyze Craft and Structure: Literary Style (RP) **Author's Style: Character Development** Students analyze character from examples of dialogue.	**MAKING MEANING** **Media Vocabulary** composition; perspective or angle; lighting and color; subject; location **First Read** Students Look, Note, Connect, Respond as they review the media the first time. First-Review Guide: Media: Art and Photography **Read the Selection** Selection Audio from the Dream Collector **Comprehension Check** Students complete comprehension questions. **STANDARDS** RI.9-10.10; L.9-10.6	**MAKING MEANING** **Close Review** Students will review the photographs and first-review notes and record any new observations. **Analyze the Media** Students will respond to questions about the text, citing textual evidence. Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the Media Vocabulary words: composition; perspective or angle; lighting and color; subject; location Media Vocabulary **EFFECTIVE EXPRESSION** **Speaking and Listening: Visual Presentation** Students create a visual presentation incorporating text and images. Speaking and Listening: Visual Presentation

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Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

	close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.a.b	Author's Style: Character Development Author's Style: Character Development (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Narrative** Students write a narrative that extends the scope of "Where is Here?". Writing to Sources: Narrative Writing to Sources: Narrative (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Where is Here? **STANDARDS** RL.9-10.3; RL.9-10.5; W.9-10.3; L.9-10.2.c; L.9-10.4.b		**Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** SL.9-10.5; SL.9-10.6; L.9-10.6
***my*Perspectives EL Support**			
	Audio Summary Where is Here?: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 75)	Word Study: Adverbs (RP) (TE p 78) Analyze Craft and Structure: Literary Style (RP) (TE p 79) Author's Style: Character Development (RP)	Audio Summary from the Dream Collector Personalize for Learning English Language Support: First Read: Multiple Meaning Words (TE p 83)	

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Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

| | | (TE p 80)
 🔴 Writing to Sources: Narrative (RP) (TE p 81)

 Personalize for Learning English Language Support: Using Dialogue (TE p 80)

 🔴 English Language Support Lesson: Dialogue (On Realize) | Personalize for Learning English Language Support: Background Knowledge (TE p 85) | |

ELD Companion Support				
Unit 1, Lesson 10 **Work Time Instruction** Word Study Reader: Murals Explanatory Essay: Edit **Work Time Assignments** Word Study: Possessive Nouns and Suffixes Explanatory Essay: Revise and Edit	**Unit 1, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Multisyllabic Words	**Unit 1, Lesson 11** **Whole Group** Speaking and Listening **Work Time Instruction** Reteach: Multisyllabic Words Explanatory Essay: Presenting and Giving Feedback Revise and Edit **Work Time Assignments** Word Study: Multisyllabic Words Interactive Reader Explanatory Essay: Present	**Unit 1, Lesson 12** **Vocabulary** Selection: *infects, transmitted* Academic: *applicant, certain, comment, container* **Read Aloud, Think Aloud**" "Preparing for the Flu" **Classroom Conversation** Small-Group Discussion	**Unit 1, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Noun-Pronoun Agreement Word Study: Introduce Latin Roots

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo	**SELECTION** Why Do Some Brains Enjoy Fear? Allegra Ringo	**SELECTION** beware: do not read this poem Ishmael Reed The Raven Edgar Allan Poe Windigo Louise Erdrich	**SELECTION** beware: do not read this poem Ishmael Reed The Raven Edgar Allan Poe Windigo Louise Erdrich	**PERFORMANCE TASK: Speaking and Listening Focus** Deliver an Explanatory Presentation
SE pp 90-95	SE pp 96-99	SE pp 100-109	SE pp 110-113	SE pp 114-115
MAKING MEANING **Technical Vocabulary** stimulus; dissonance; cognitive **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Non-Fiction **Read the Selection** Selection Audio Why Do Some Brains Enjoy Fear?: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Why Do Some Brains Enjoy Fear?: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Technical Vocabulary** Students complete activities related to the Concept Vocabulary words: stimulus; dissonance; cognitive **Word Study** Patterns of Word Changes Concept Vocabulary and Word Study Word Study: Patterns of Word Changes (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Speaker's Claims and Evidence** Students identify evidence that supports claims. Analyze Craft and Structure: Speaker's Claims and Evidence	**MAKING MEANING** **Concept Vocabulary** entreating, implore, beguiling **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio beware; do not read this poem/ The Raven/Windigo: Accessible Text **Comprehension Check** Students complete comprehension questions. beware; do not read this poem/ The Raven/Windigo: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: entreating, implore, beguiling **Word Study** Anglo-Saxon Prefix: *be-* Concept Vocabulary and Word Study Word Study: Anglo-Saxon Prefix: *be-* (RP)	**PERFORMANCE TASK** **Deliver an Explanatory Presentation** As a group, students develop a presentation that addresses how, in literature, a sense of uncertainty helps to create an atmosphere of fear. **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize ideas for the presentation. **STANDARDS** SL.9-10.1; SL.9-10.1.b

Research to Explore Students explore an aspect of the text they find interesting. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4; L.9-10.4.a	Analyze Craft and Structure: Speaker's Claims and Evidence (RP) **Author's Style: Scientific and Technical Diction** Students complete activities identifying scientific and technical terms. Author's Style: Scientific and Technical Diction Author's Style: Scientific and Technical Diction (RP) **EFFECTIVE EXPRESSION** **Research: Group Presentation** Students will research cultural dimensions of fear and present findings. Research: Group Presentation Research: Group Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Why Do Some Brains Enjoy Fear? **STANDARDS** RI.9-10.3; L.9-10.4.b; L.9-10.6	**STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.b	**Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Development of Theme** Students will analyze how the speaker's tone and the poem's imagery reveal the theme. Analyze Craft and Structure: Development of Theme Analyze Craft and Structure: Development of Theme (RP) **Author's Style** **Point of View** Students find examples of the effects point of view. Author's Style: Point of View Author's Style: Point of View (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Group Presentation** Students create and deliver a group presentation. Speaking and Listening: Group Presentation Speaking and Listening: Group Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to	

			inform the Performance-Based Assessment. **SELECTION TEST** 🔴 ☑️ Selection Test: Poetry Collection **STANDARDS** RL.9-10.2; L.9-10.4.b; L.9-10.4.d	
***my*Perspectives EL Support**				
🔊 Audio Summary 🔴 Why Do Some Brains Enjoy Fear?: Accessible Leveled Text Personalize for Learning English Language Support: Unfamiliar Words (TE p 94)	🔴 Word Study: Patterns of Word Changes (RP) (TE p 96) 🔴 Analyze Craft and Structure: Speaker's Claims and Evidence (RP) (TE p 97) 🔴 Author's Style: Scientific and Technical Diction (RP) (TE p 98) 🔴 Research: Group Presentation (RP) (TE p 99) Personalize for Learning English Language Support: Writing Interview Questions (TE p 97) 🔴 English Language Support Lesson: Interviews (On Realize)	🔊 Audio Summary 🔴 beware; do not read this poem/ The Raven/Windigo: Accessible Text Personalize for Learning English Language Support: Syntax (TE p 107)	🔴 Word Study: Anglo-Saxon Prefix: *be-* (RP) (TE p 110) 🔴 Analyze Craft and Structure: Development of Theme (RP) (TE p 111) 🔴 Author's Style: Point of View (RP) (TE p 112) 🔴 Speaking and Listening: Group Presentation (RP) (TE p 113) Personalize for Learning English Language Support: Writing in Different Points of View (TE p 112) 🔴 English Language Support Lesson: Point of View (On Realize)	
***ELD Companion* Support**				
Unit 1, Lesson 13 **Work Time Instruction** Reteach: Latin Roots	**Unit 1, Lesson 14** **Vocabulary** Selection: *debated, impact*	**Unit 1, Lesson 15** **Time to Read** Read Independently	**Unit 1, Lesson 15** **Work Time Instruction**	**Time to Read** Read Independently Book Club

Explanatory Essay: Present **Work Time Assignments** Word Study: Latin Roots	Academic: *managed, expected, protect, surprised* **Read Aloud, Think Aloud** "Reptile Adaptations" **Classroom Conversation** Collaborative Discussion: Quick Write	**Vocabulary** Word Study: Multisyllabic Words Word Study: Latin Roots	Word Study Reader: The Human Nervous System Explanatory Essay: Present **Work Time Assignments** Word Study: Multisyllabic Words and Latin Roots	

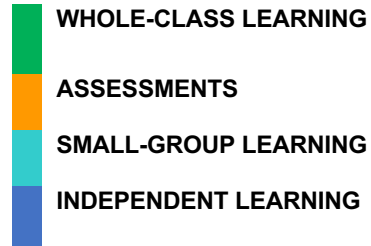| DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation SE p 115	**INTRODUCE INDEPENDENT LEARNING** SE pp 116-117	**INDEPENDENT LEARNING** SE pp 118-120	**PERFORMANCE-BASED ASSESSMENT** SE pp 121-123	**PERFORMANCE-BASED ASSESSMENT** SE pp 124-125
PERFORMANCE TASK **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.5; SL.9-10.6	**Essential Question** *What is the allure of fear?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. **Evidence Log**	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Explanatory Essay** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Explanatory Essay** Students will write an explanatory essay on the ways transformation plays a role in the stories meant to scare us. **Explanatory Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2.a-f; w.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Informal Talk** Students will use their essay as the foundation for a three-to five-minute informal talk. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.1; SL.9-10.1.a;SL.9-10.4.a

		Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.10; RI.9-10.10; SL.9-10.1; SL.9-10.1.a		
_my_Perspectives EL Support				
		Personalize for Learning English Language Support: Skim, predict, and use a KWL Chart (TE p 118) Personalize for Learning English Language Support: Read aloud, confirm predictions, and complete a KWL Chart (TE p 119) Accessible Leveled Texts for Independent Learning Selections (On Realize)		
ELD Companion Support				
Time to Read Read Independently Book Club	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club	**Read Aloud, Think Aloud** Supplemental	**Time to Read** Read Independently Book Club

GRADE 10 | UNIT 2: **Outsiders and Outcasts**
ESSENTIAL QUESTION: ***Do People Need to Belong?***
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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

Unit 2 Overview

In this unit, students will read about many people who feel they don't conform to what is considered "normal."

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

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

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

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

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

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic:

Is the experience of being an outsider universal?

Part 2 – Speaking & Listening: Oral Presentation

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

Unit Reflection

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

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Anchor Text The Metamorphosis Franz Kafka
SE pp 126-133	SE pp 134-135	SE pp 136-150	SE pp 151-165	SE pp 166-179
Unit Goals Students will deepen their perspective of outsiders and outcasts by reading, writing, speaking, listening, and presenting. Unit Goals Video **Academic Vocabulary** contradict; negate; objection; verify; advocate Home Connection Letter Spanish Home Connection Letter Unit 2 Answer Key **Launch Text** Students will read "*Isn't Everyone a Little Bit Weird?*". They will then be asked to identify the way the writer builds a case, what the writer's position is and how it is supported. **Word Network** Students add new words to their Word Network as they read texts in the unit. Word Network **Summary** Students write a summary of the Launch Text.	**Essential Question** *Do people need to belong?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** distress, amelioration, aversion, asphyxiation, listlessly, travail **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Metamorphosis: Accessible Leveled Text **STANDARDS** RL.9-10.10	**MAKING MEANING** **Read the Selection** Selection Audio The Metamorphosis: Accessible Leveled Text **STANDARDS** RL.9-10.10	**MAKING MEANING** **Read the Selection** Selection Audio The Metamorphosis: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Metamorphosis: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **STANDARDS** RL.9-10.10

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Should people in life-or-death situations be held accountable for their actions? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. Evidence Log Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6			
_my_Perspectives EL Support			
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 128)		Audio Summary The Metamorphosis: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 139) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 143) Personalize for Learning	Personalize for Learning English Language Support: Syntax (TE p 157) Personalize for Learning English Language Support: Idioms (TE p 160) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 165)	

		English Language Support: Idioms (TE p 144)		

ELD Companion **Support**				
Unit 2, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Introduce Compound Words	**Unit 2, Lesson 1** **Whole Group** Introduce Writing an Argumentative Essay **Work Time Instruction** Reteach: Compound Words Argumentative Essay: Identify a Topic **Work Time Assignments** Word Study: Compound Words Interactive Reader Argumentative Essay: Plan	**Unit 2, Lesson 2** **Vocabulary** Selection: *rank, lolling* Academic: *dominance, fracture, significant, survival* **Read Aloud, Think Aloud**" "The Wendigo" **Classroom Conversation** Partner Conversation	**Unit 2, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Possessive Pronouns Word Study: Analogies	**Unit 2, Lesson 3** **Whole Group** Support a Claim with Logical Reasoning **Work Time Instruction** Reteach: Analogies Argumentative Essay: Identify Logical Reasoning **Work Time Assignments** Word Study: Analogies Argumentative Essay: Plan

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Anchor Text The Metamorphosis Franz Kafka
SE p 180	SE p 181	SE p 182	SE p 183	SE p 184
MAKING MEANING **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence.	**Analyze Craft and Structure: Modernism** Students will examine examples of Absurdist literature. Analyze Craft and Structure: Modernism Analyze Craft and Structure: Modernism (RP) **STANDARDS** RL.9-10.5	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: distress, amelioration, aversion, asphyxiation, listlessly, travail **Word Study: Denotation and Connotation** Students complete activities related to synonyms and literal meanings of words. Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** RL.9-10.4; L.9-10.5; L.9-10.5.b	**MAKING MEANING** **Conventions: Types of Phrases** Students complete activities explaining the function of verb phrases. Conventions: Types of Phrases Conventions: Types of Phrases (RP) **STANDARDS** L.9-10.1; L.9-10.1.b	**EFFECTIVE EXPRESSION** **Writing to Sources: Movie Pitch** Students write a pitch to have "The Metamorphosis" made into a movie. Writing to Sources: Movie Pitch Writing to Sources: Movie Pitch (RP) **STANDARDS** W.9-10.1; W.9-10.4
*my*Perspectives EL Support				
	Analyze Craft and Structure: Modernism (RP) (TE p 181)	Word Study: Denotation and Connotation (RP) (TE p 182)	Conventions: Types of Phrases (RP) (TE p 183)	Writing to Sources: Movie Pitch (RP) (TE p 184)

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

	Personalize for Learning English Language Support: Sentence Starters (TE p 181)			Personalize for Learning English Language Support: Evaluating an Argument (TE p 184) 🔴 English Language Support Lesson: Argument (On Realize)

ELD Companion Support

Unit 2, Lesson 4	Unit 2, Lesson 5	Unit 2, Lesson 5	Unit 2, Lesson 6	Unit 2, Lesson 6
Vocabulary Selection: *incapable, unintentional* Academic: *military, onward, region, success* **Read Aloud, Think Aloud** "Kathrine Switzer: Breaking Barriers" **Classroom Conversation** Small-Group Discussion	**Time to Read** Read Independently **Vocabulary** Word Study: Compound Words Word Study: Analogies	**Whole Group** Synthesize Ideas **Work Time Instruction** Word Study Reader: Computers Argumentative Essay: Synthesize Ideas **Work Time Assignments** Word Study: Computers Argumentative Essay: Plan	**Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce Inflected Endings	**Whole Group** Organize Reasons and Evidence **Work Time Instruction** Reteach: Inflected Endings Argumentative Essay: Find Evidence to Support Claims **Work Time Assignments** Word Study: Inflected Endings Interactive Reader Argumentative Essay: Plan

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Metamorphosis Franz Kafka	**SELECTION** Franz Kafka and Metamorphosis BBC	**SELECTION** Franz Kafka and Metamorphosis BBC	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument
SE p 185	SE pp 186-188	SE p 189	SE pp 190-192	SE pp 193-195
EFFECTIVE EXPRESSION **Speaking and Listening: Debate** Students debate putting "The Metamorphosis" on the required reading list. 🔴 Speaking and Listening: Debate 🔴 Speaking and Listening: Debate (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** 🔴🔴 Selection Test: The Metamorphosis **STANDARDS** SL.9-10.1; SL.9-10.3; SL.9-10.6	**EFFECTIVE EXPRESSION** **Media Vocabulary** stock footage; silhouette; commentators; background music; editing 🔴 Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they listen to the broadcast 🔴 First Review Guide: Media-Video **Listen to the Selection** 🔴 Selection Audio **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. **Close Review** Students will watch the video again and write down new observations. 🔴 Close-Review Guide: Media-Media	**EFFECTIVE EXPRESSION** **Writing to Sources: Visual Analysis** Students will write a visual analysis from the video. 🔴 Writing to Sources: Visual Analysis **Speaking and Listening: Discussion** Students conduct a discussion about metamorphosis. 🔴 Speaking and Listening: Oral Presentation **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** W.9-10.2; SL.9-10.4	**PERFORMANCE TASK** **Write an Argument** Students write an argument asking if outsiders are simply those who are misjudged or misunderstood? **PreWriting/Planning** Students narrow the topic, use varied types of evidence, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.1.a-e; W.9-10.10	**PERFORMANCE TASK** **LANGUAGE DEVELOPMENT:** **Create Cohesion: Transitions** Students choose transitions that help readers follow the flow of ideas. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their argument and share in small groups. **Reflecting** Students reflect on their argument. **STANDARDS** W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.5; L.9-10.3.a

	Analyze the Media Students will respond to questions about the broadcast. **STANDARDS** RI.9-10.1; RI.9-10.10; L.9-10.6			
***my*Perspectives EL Support**				
🔴 Speaking and Listening: Debate (RP) (TE p 185)	🔴 Audio Summary Personalize for Learning English Language Support: Video Review (TE p 188)			
***ELD Companion* Support**				
Unit 2, Lesson 7 **Vocabulary** Selection: *isolation, vertigo* Academic: *directions, programmed, task, technology* **Read Aloud, Think Aloud**" "Almost Astronauts" **Classroom Conversation** Collaborative Conversation	**Unit 2, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Articles with Singular Nouns Word Study: Introduce Suffixes *–ion, -ation, -tion, -sion*	**Unit 2, Lesson 8** **Whole Group** Introduce: Write an Effective Conclusion **Work Time Instruction** Reteach: Suffixes *-ion, -ation, -tion, -sion* Argumentative Essay: Draft **Work Time Assignment** Word Study: Suffixes *-ion, -ation, -tion, -sion* Argumentative Essay: Write	**Unit 2, Lesson 9** **Vocabulary** Selection: *exceptional, affirm* Academic: *classification, function, specific, unit* **Read Aloud, Think Aloud** "Almost Astronauts, Part 2" and "Sally Ride: Remembering a National Hero" **Classroom Conversation** Collaborative Conversation	**Unit 2, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Inflected Endings Word Study: Suffixes *–ion, -ation, -tion, -sion*

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** The Doll's House Katherine Mansfield	**SELECTION** The Doll's House Katherine Mansfield	**SELECTION** The Doll's House Katherine Mansfield	**SELECTION** Sonnet, With Bird Sherman Alexie Elliptical Harryette Mullen Fences Pat Mora
SE pp 196-199	SE pp 200-207	SE pp 208-209	SE pp 210-211	SE pp 212-210
Essential Question *Do people need to belong?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects**	**MAKING MEANING** **Concept Vocabulary** shunned; sneered; spitefully **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Doll's House: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Doll's House: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research. **STANDARDS**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: shunned; sneered; spitefully **Word Study:** **Words With Multiple Suffixes** Concept Vocabulary and Word Study Word Study: Words With Multiple Suffixes (RP)	**EFFECTIVE EXPRESSION** **Author's Style: Diction and Syntax** Students complete activities identifying formal and informal diction. Author's Style: Diction and Syntax Author's Style: Diction and Syntax (RP) **Writing to Sources: Response to Literature** Students write a response to the text. Writing to Sources: Response to Literature Writing to Sources: Response to Literature (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Doll's House	**MAKING MEANING** **Concept Vocabulary** perspective; entitled; interactions **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Sonnet With Bird/ Elliptical/Fences: Accessible Text **Comprehension Check** Students complete comprehension questions. Sonnet With Bird/ Elliptical/Fences: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

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

Word Study Reader: All About Advertising Argumentative Essay: Draft, Write an Effective Conclusion **Work Time Assignments** Word Study: Inflected Endings and Suffixes *-ion, -ation, -tion, -sion*	**Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Prefixes *re-, un-*	Argumentative Essay: Revise and Edit **Work Time Assignments** Word Study: Prefixes *re-, un-* Interactive Reader	Selection: *monsoon, agriculture* Academic: *feature, migrate, scale, structure* **Read Aloud, Think Aloud**" "Challenges in Bangladesh" **Classroom Conversation** Whole Class Discussion	**Vocabulary** Oops: Articles with Plural Nouns Word Study: Introduce Related Words

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Sonnet, With Bird Sherman Alexie Elliptical Harryette Mullen Fences Pat Mora SE pp 220-223	**SELECTION** Revenge of the Geeks Alexandra Robbins SE pp 224-228	**SELECTION** Revenge of the Geeks Alexandra Robbins SE pp 228-231	**SELECTION** Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski SE pp 232-242	**SELECTION** Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski SE pp 242-245
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: perspective; entitled; interactions **Word Study: Latin Prefix: *en-*** Concept Vocabulary and Word Study Word Study: Latin Prefix: *en-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Author's Choices: Poetic Form** Students analyze prose poetry. Analyze Craft and Structure: Poetic Forms Analyze Craft and Structure: Poetic Forms (RP)	**MAKING MEANING** **Concept Vocabulary** marginalize; parish; bigotry **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Revenge of the Geeks: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Revenge of the Geeks: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** marginalize; parish; bigotry **Word Study: Denotation and Connotation** Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Reasoning and Evidence** Students will analyze evidence and claims from the text. Analyze Craft and Structure: Reasoning and Evidence Analyze Craft and Structure: Reasoning and Evidence (RP) **Author's Style:**	**MAKING MEANING** **Concept Vocabulary** doctrine; totalitarian; ideologies **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Encountering the Other: The Challenge for the 21st Century: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: doctrine; totalitarian; ideologies **Word Study Greek Root: *-log-*** Concept Vocabulary and Word Study Word Study: Greek Root: *-log-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure Literary Nonfiction** Students will analyze the structure of the text and how claims are developed. Analyze Craft and Structure: Literary Nonfiction Analyze Craft and Structure: Literary Nonfiction

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

*my*Perspectives EL Support				
🔴 Word Study: Latin Prefix: *en-* (RP) (TE p 220) 🔴 Analyze Craft and Structure: Poetic Form (RP) (TE p 221) 🔴 Author's Style: Poetic Form (RP) (TE p 222) 🔴 Speaking and Listening: Poetry Reading (RP) (TE p 223) Personalize for Learning English Language Support: Finding the Meter (TE p 221) 🔴 English Language Support Lesson: Meter (On Realize)	🔊 Audio Summary 🔴 Revenge of the Geeks: Accessible Leveled Text	🔴 Word Study: Denotation and Connotation (RP) (TE p 228) 🔴 Analyze Craft and Structure: Reasoning and Evidence (RP) (TE p 229) 🔴 Author's Style: Parallel Structure (RP) (TE p 230) 🔴 Speaking and Listening: Multimedia Presentation (RP) (TE p 231) Personalize for Learning English Language Support: Planning a Multimedia Presentation (TE p 231) 🔴 English Language Support Lesson: Multimedia Presentation (On Realize)	🔊 Audio Summary 🔴 Encountering the Other: The Challenge for the 21st Century: Accessible Leveled Text Personalize for Learning English Language Support: Syntax (TE p 233) Personalize for Learning English Language Support: Evaluating Language Choices (TE p 236) Personalize for Learning English Language Support: False Cognates (TE p 239)	🔴 Word Study Greek Root: *log-* (RP) (TE p 242) 🔴 Analyze Craft and Structure: Literary Nonfiction (RP) (TE p 243) 🔴 Conventions: Types of Phrases (RP) (TE p 244) 🔴 Research: Multimedia Presentation (RP) (TE p 245) Personalize for Learning English Language Support: Using Infinitives (TE p 245) 🔴 English Language Support Lesson: Infinitives (On Realize)

ELD Companion Support				
Unit 2, Lesson 13 **Work Time Instruction** Reteach: Related Words Argumentative Essay: Present **Work Time Assignments** Word Study: Related Words Argumentative Essay: Present	**Unit 2, Lesson 14** **Vocabulary** Selection: *exhortation, resigned* Academic: *embed, identify, natural, period* **Read Aloud, Think Aloud** "Dutiful" **Classroom Conversation**	**Unit 2, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Prefixes *re-, un-* Word Study: Related Words	**Unit 2, Lesson 15** **Work Time Instruction** Word Study Reader: Amazing Architecture **Work Time Assignments** Word Study: Related Words and words with prefixes *re-* and *un-*	**Time to Read** Read Independently Book Club

	Partner Conversation			

| DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation SE pp 246-247	**INTRODUCE INDEPENDENT LEARNING** SE pp 248-249	**INDEPENDENT LEARNING** SE pp 250-252	**PERFORMANCE-BASED ASSESSMENT** SE pp 253-255	**PERFORMANCE-BASED ASSESSMENT** SE pp 256-257
PERFORMANCE TASK **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse With Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.1.b; SL.9-10.5	**Essential Question** *Do people need to belong?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for Argument** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argument where they answer the question of whether the experience of being an outsider is universal? **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.1.a-e; W.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Oral Presentation** Students plan and present a brief three- to five-minute oral presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4

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

GRADE 10 | UNIT 3: **Extending Freedom's Reach**

ESSENTIAL QUESTION: ***What is the relationship between power and freedom?***

PERFORMANCE BASED ASSESSMENT: **Informative**

NOTES:

INSTRUCTIONAL MODEL
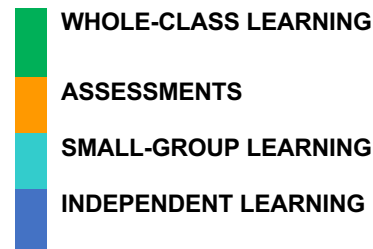
WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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

Unit 3 Overview

In this unit, students will read about and discover what are the basic rights and freedoms that belong to everyone, everywhere.

Unit Goals

Students will be able to:

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

Selections & Media

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

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

Small-Group Learning

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

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

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:

What does it mean to "be free"?

Part 2 – Speaking & Listening: Multimedia Presentation

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

Unit Reflection

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

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

Students write a summary of the Launch Text. **Launch Activity** Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Explain how words have the power to provoke, calm, or inspire **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 🔴 Evidence Log 🔴 Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6			
_my_Perspectives EL Support			
Personalize for Learning English Language Support: Cognates (TE p 260)		🔴 Audio Summary 🔴 from The "Four Freedoms" Speech: Accessible Leveled Text Personalize for Learning English Language Support: Domain-specific Vocabulary (TE p 271) Personalize for Learning English Language Support: Idioms	Personalize for Learning English Language Support: Justifying Opinions (TE p 277)	🔴 Analyze Craft and Structure: Seminal Documents (RP) (TE p 279) Personalize for Learning English Language Support: Seminal Documents (TE p 279)

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

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

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

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

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Media: Video Inaugural Address John F. Kennedy SE pp 294-295	**SELECTION** Media: Video Inaugural Address John F. Kennedy SE p 296	**SELECTION** Media: Video Inaugural Address John F. Kennedy SE p 297	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 298-300	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay SE pp 301-303
MAKING MEANING **Media Vocabulary** tone; inflection; gesture; enunciation Media Vocabulary **First Review Media: Video** Students Watch, Note, Connect, Respond as they listen to the speech. First Review Guide: Media Video **Listen to the Selection** Selection Audio Inaugural Address **STANDARDS** RI.9-10.10; L.9-10.6	**EFFECTIVE EXPRESSION** **Comprehension Check** Students complete comprehension questions. **Research to Explore** Students an element of the speech and formulate research question. **Close Review** Students will listen to the speech again and write down new observations. Close-Review Guide: Media-Video **Analyze the Media** Students will respond to questions about the speech.	**EFFECTIVE EXPRESSION** **Writing to Sources: News Report** Students write a news report about John F. Kennedy's inauguration. Writing to Sources: News Report **Speaking and Listening: Newscast** Students adapt their newspaper report to a newscast Speaking and Listening: Newscast **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** SL.9-10.3; SL.9-10.6	**PERFORMANCE TASK** **Write an Informative Essay** Students conduct research to answer the question: What can one person do to defend the human rights of all people? **PreWriting/Planning** Students develop a working thesis, gather evidence and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.7; W.9-10.10	**LANGUAGE DEVELOPMENT: STYLE** **Create Cohesion: Integrate Information in Different Ways** Students choose from direct quotations, paraphrases, and summaries to support your thesis. **PERFORMANCE TASK** **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essay and share in small groups. **Reflecting** Students reflect on their informative essays. **STANDARDS** W.9-10.2.c-f; W.9-10.8; L.9-10.3.a
*my*Perspectives EL Support				
Audio Summary		Personalize for Learning English Language Support: Writing a Summary		Personalize for Learning English Language Support: Syntax

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

		(TE p 297)		(TE p 301)
ELD Companion Support				
Unit 3, Lesson 7 **Vocabulary** Selection: *child labor, sweatshops* Academic: *information, reliability, superiors* **Read Aloud, Think Aloud**" "Danger! Children at Work." **Classroom Conversation** Small-Group Discussion	**Unit 3, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Forms of the Verb "to be" Word Study: Introduce Homonyms	**Unit 3, Lesson 8** **Work Time Instruction** Reteach: Homonyms **Work Time Assignments** Word Study: Homonyms	**Unit 3, Lesson 9** **Vocabulary** Selection: *reformer, minimum* Academic: *expert, voluntarily, accumulated* **Read Aloud, Think Aloud** "Danger! Children at Work." **Classroom Conversation** Collaborative Conversation	**Unit 3, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Homographs Word Study: Homonyms

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** Speech at the United Nations Malala Yousafzai	**SELECTION** Speech at the United Nations Malala Yousafzai	**SELECTION** Diane Sawyer Interviews Malala Yousafzai ABC News	**SELECTION** Caged Bird Mayo Angelou Some Advice to Those Who Will Serve Time in Prison Nazim Hikmet
SE pp 304-307	SE pp 308-314	SE pp 315-317	SE pp 318-323	SE pp 324-332
Essential Question *What is the relationship between power and freedom?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects**	**MAKING MEANING** **Concept Vocabulary** beneficent; envoy; initiative **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Speech at the United Nations: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Speech at the United Nations: First Read Extension Questions **Research to Clarify** Students choose one unfamiliar detail of the text to research.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: beneficent; envoy; initiative **Word Study** **Latin Prefix:** *bene-* Concept Vocabulary and Word Study Word Study: Latin Prefix: *bene-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Purpose: Rhetorical Devices** Students will identify types of evidence in Yousafzai's speech. Analyze Craft and Structure: Rhetorical Devices Analyze Craft and Structure: Rhetorical Devices (RP)	**MAKING MEANING** **Media Vocabulary** lead-in; close-up Shot; slant Media Vocabulary **First Review** Students Watch, Note, Connect, Respond as they study the images. First Review Guide: Media Video **View the Selection** Selection Audio Diane Sawyer Interviews Malala Yousafzai **Comprehension Check** Students complete comprehension questions. **Close Review** Students will watch the interview again and write down new observations. Close-Review Guide: Media Video **Analyze the Media** Students will respond to questions about the interview.	**MAKING MEANING** **Concept Vocabulary** current; trill; flurry **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Caged Bird/Some Advice: Accessible Text **Comprehension Check** Students complete comprehension questions. I am Offering This Poem/ The Writer/Hugging the Jukebox: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**

Students choose specific roles for each member.	**Research to Explore** Students choose something interesting from the text and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4.b	**Conventions: Types of Clauses** Conventions: Types of Clauses Conventions: Types of Clauses (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Speech at the United Nations **STANDARDS** L.9-10.1.b; L.9-10.4.b	Analyze the Media **LANGUAGE DEVELOPMENT** **Media Vocabulary** Students complete activities related to the media Vocabulary words: lead-in; close-up Shot; slant Media Vocabulary **EFFECTIVE EXPRESSION** **Writing to Compare: Explanatory Essay** Students write an essay discussing how Yousafzai has been able to attract supporters from all over the world. Writing to Sources: Explanatory Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RI.9-10.1; RI.9-10.7; RI.9-10.10; W.9-10.2; W.9-10.9.b; L.9-10.6	Students locate another poet and research his or her life in greater detail. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.1; RL.9-10.10; L.9-10.4; L.9-10.4.a
_my_Perspectives EL Support			
	Audio Summary Speech at the United Nations: Accessible Leveled Text	Word Study: Latin Prefix: *bene-* (RP) (TE p 315)	Audio Summary Personalize for Learning English Language Support: Comparison	Audio Summary Caged Bird/Some Advice: Accessible Leveled Text

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

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

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

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

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 350-351	SE pp 352-353	SE pp 354-356	SE pp 357-359	SE pp 360-361
PERFORMANCE TASK **Develop a Multimedia Presentation** As a group, students develop a multimedia presentation asking if limits on freedom are necessary. **Plan with Your Group** Students analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.1.a; SL.9-10.1.b; SL.9-10.4; SL.9-10.5; SL.9-10.6	**Essential Question** *What is the relationship between power and freedom?* **Independent Learning Strategies** ● Create a Schedule ● Practice what you have learned ● Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Informative Essay** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Informative Essay** Students will write an informative essay answering the question: What does it mean to "be free"? **Informative Text Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2; W.9-10.2.a-f; W.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Multimedia presentation** Students plan and present a five- to ten-minute multimedia presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.1; SL.9-10.1.a

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

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

INSTRUCTIONAL MODEL
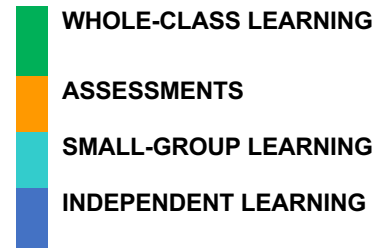
WHOLE-CLASS LEARNING

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 of what drives our passion for things.

Unit Goals

Students will be able to:
- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

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

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

Small-Group Learning

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

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

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an essay on the following topic:

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

Part 2 – Speaking & Listening: Oral Presentation

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

Unit Reflection

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

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Anchor Text The Necklace Guy de Maupassant	**SELECTION** Anchor Text The Necklace Guy de Maupassant	**SELECTION** Anchor Text The Necklace Guy de Maupassant
SE pp 362-369	SE pp 370-371	SE pp 372-381	SE pp 382-383	SE pp 384-385

Unit Goals Students will deepen their understanding of materialism by reading, writing, speaking, listening, and presenting. 🔴 Unit Goals Video **Academic Vocabulary** paradox; chronicle; allocate; deduce; primary 🔴 Home Connection Letter 🔴 Spanish Home Connection Letter 🔴 Unit 4 Answer Key **Launch Text** Students will read "*I Came, I Saw, I Shopped.*" They will then be able to discuss materialism. **Word Network** Students add new words to their Word Network as they read texts in the unit. 🔴 Word Network **Summary** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *What do our possessions reveal about us?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas 🔴 Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**MAKING MEANING** **Concept Vocabulary** refinement; suppleness; exquisite; gallantries; resplendent; homage **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Fiction **Read the Selection** 🔊 Selection Audio 🔴 The Necklace: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. 🔴 The Necklace: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something interesting from the text and formulate a research question.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 🔴 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Author's Choices: Literary Devices** Students complete activities analyzing situational irony. 🔴 Analyze Craft and Structure: Literary Devices 🔴 Analyze Craft and Structure: Literary Devices (RP) **STANDARDS** RL.9-10.5	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: refinement; suppleness; exquisite; gallantries; resplendent; homage **Word Study: Latin Root: -*splend-* Students complete activities related to the Latin Root: -*splend-* 🔴 Concept Vocabulary and Word Study 🔴 Word Study Latin Root: -*splend-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Conventions: Punctuation** Students complete activities inserting semicolons. 🔴 Conventions: Punctuation 🔴 Conventions: Punctuation (RP) **STANDARDS** L.9-10.2; L.9.10-2.a; L.9-10.4.b; L.9-10.4.c

Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 🔴 Evidence Log 🔴 Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6		**STANDARDS** RL.9-10.10		

*my*Perspectives EL Support				
Personalize for Learning English Language Support: Cognates (TE p 365)		🔴 Audio Summary 🔴 The Necklace: Accessible Leveled Text Personalize for Learning English Language Support: Unfamiliar Vocabulary (TE p 375) Personalize for Learning English Language Support: Complex Syntax (TE p 378)	🔴 Analyze Craft and Structure: Literary Devices (RP) (TE p 383) Personalize for Learning English Language Support: Surprise Ending (TE p 383)	🔴 Word Study Latin Root: *-splend-* (RP) (TE p 384) 🔴 Conventions: Punctuation (RP) (TE 385) Personalize for Learning English Language Support: Using Semicolons (TE p 385) 🔴 English Language Support Lesson: Semicolons (On Realize)

ELD Companion Support

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

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

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

🔴 Audio | 🔴 Video| 🔴 Downloadable / Printable Document | 🔴 Online Assessment | 🔴 EL Highlights

		formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 🅲 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.1; RL.9-10.10	🅵 Word Study: Compound Nouns (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Character Development** Students mark examples of character development. 🅵 Author's Style: Character Development 🅵 Author's Style: Character Development (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **STANDARDS** RL.9-10.2; RL.9-10.3; RL.9-10.6	

*my*Perspectives EL Support				
🅵 Writing: Diary Entry (RP) (TE p 386)	🅵 Speaking and Listening: Monologue (RP) (TE p 387)	🔊 Audio Summary 🅵 Civil Peace: Accessible Leveled Text Personalize for Learning English Language Support: Dialect (TE p 393)	🅵 Analyze Craft and Structure: Development of Theme (RP) (TE p 397) 🅵 Word Study: Compound Nouns (RP) (TE p 398) 🅵 Author's Style: Character Development (RP) (TE p 399) Personalize for Learning	🅵 Writing to Sources: Character Analysis (RP) (TE p 400) 🅵 Speaking and Listening: Oral Interpretation (RP) (TE p 401)

			English Language Support: Dialect (TE p 399)	
ELD Companion Support				
Unit 4, Lesson 4 **Vocabulary** Selection: *depend, psychologists* Academic: *democracy, diplomat, refugee* **Read Aloud, Think Aloud** "Hooked on Cell Phones." **Classroom Conversation** Whole Class Discussion	Unit 4, Lesson 5 **Time to Read** Read Independently **Vocabulary** Word Study: Greek Word Parts Word Study: Synonyms	Unit 4, Lesson 5 **Work Time Instruction** Word Study Reader: Ancient Greece **Work Time Assignments** Word Study: Greek Word Parts and Synonyms	Unit 4, Lesson 6 **Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce prefix	Unit 4, Lesson 6 **Work Time Instruction** Reteach: Prefixes **Work Time Assignments** Word Study: Prefixes Interactive Reader

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text Civil Peace Chinua Achebe	**SELECTION** Fit for a King: Treasures of Tutankhamun	**SELECTION** Fit for a King: Treasures of Tutankhamun	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay	**PERFORMANCE TASK: WRITING FOCUS** Write an Informative Essay
SE p 401	SE pp 402-406	SE pp 406-407	SE pp 408-410	SE pp 411-413
EFFECTIVE EXPRESSIONI **Speaking and Listening: Oral Interpretation** Students read an excerpt from "Civil Peace" aloud for the class. Speaking and Listening: Oral Interpretation Speaking and Listening: Oral Interpretation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Civil Peace **STANDARDS** SL.9-10.4; SL.9-10.4.b	**MAKING MEANING** **Technical Vocabulary** Egyptology; artifact; iconography; context Technical Vocabulary **First Read** Students Look, Note, Connect, Respond as they read the selection the first time. First-Review Guide: Media-Art and Photography **Read the Selection** Selection Audio Fit for a King: Treasures of Tutankhamun **Comprehension Check** Students complete comprehension questions. **STANDARDS** RI.9-10.10	**MAKING MEANING** **Technical Vocabulary** Students complete activities related to the Technical Vocabulary words: Egyptology; artifact; iconography; context **Close Review** Students will look at the photo essay again and write down new observations. Close-Review Guide: Media-Art and Photography **Analyze the Media** Students will respond to questions about the photo essay. **Word Network** Students add new words to their Word Network as they read texts in the unit. **Speaking and Listening: Photojournalism** Students create a work of photojournalism reporting on possessions that you find meaningful. Speaking and Listening: Photojournalism	**PERFORMANCE TASK** **Write an Informative Essay** Students write an essay answering what makes something valuable or a treasure. **PreWriting/Planning** Students write a working thesis, gather evidence from texts, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.2.a-f; W.9-10.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Create Cohesion: Conjunctive Adverbs** Students look for independent clauses that have related ideas. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their essay and share in small groups. **Reflecting** Students reflect on their informative essays. **STANDARDS** W.9-10.2.c; W.9-10.2.e; W.9-10.5; L.9-10.2; L.9-10.2.a

		Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS W.9-10.6; SL.9-10.5; L.9-10.6		

*my*Perspectives EL Support

Speaking and Listening: Oral Presentation (RP) (TE p 401	Audio Summary Fit for a King: Treasures of Tutankhamun			

ELD Companion Support

Unit 4, Lesson 7	Unit 4, Lesson 8	Unit 4, Lesson 8	Unit 4, Lesson 9	Unit 4, Lesson 10
Vocabulary Selection: *friction, gravitational force* Academic: *practical, navigate, approaching* **Read Aloud, Think Aloud**" "The Effects of Forces." **Classroom Conversation** Small-Group Discussion	**Time to Read** Read Independently **Vocabulary** Oops: Subject-Verb Agreement Word Study: Introduce Contractions	**Work Time Instruction** Reteach: Contractions **Work Time Assignments** Word Study: Contractions	**Vocabulary** Selection: *acceleration, momentum* Academic: *oppression, scarce, resistance, colleague* **Read Aloud, Think Aloud** "The Effect of Forces." **Classroom Conversation** Collaborative Conversation	**Time to Read** Read Independently **Vocabulary** Word Study: Prefixes Word Study: Contractions

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana	**SELECTION** In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana	**SELECTION** In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana	**SELECTION** Avarice Yusef Komunyakaa The Good Life Tracy K. Smith Money Reginald Gibbons
SE pp 414-417	SE pp 418-426	SE pp 426-427	SE pp 428-429	SE pp 430-438
Essential Question *What do our possessions reveal about us?* **Small-Group Learning Strategies** ● Prepare ● Participate Fully ● Support Others ● Clarify Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** ● Take a position ● List your rules ● Apply the rules ● Name your group ● Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects**	**MAKING MEANING** **Concept Vocabulary** marauding; intemperate; despoiled **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. In La Rinconada, Peru, Searching for Beauty in Ugliness: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: marauding; intemperate; despoiled **Word Study** **Latin Root: *-temp-*** Concept Vocabulary and Word Study Word Study: Latin Root: *-temp-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Literary Journalism** Students identify elements of literary journalism. Analyze Craft and Structure: Literary Journalism Analyze Craft and Structure: Literary Journalism (RP)	**LANGUAGE DEVELOPMENT** **Author's Style: Word Choice** Students find examples of imagery in the article Author's Style: Word Choice Author's Style: Word Choice (RP) **Research: Multimedia Presentation** Students create a presentation from a variety of topics. Research: Multimedia Presentation Research: Multimedia Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: In La Rinconada, Peru	**MAKING MEANING** **Concept Vocabulary** avarice; desperate; needy **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio Avarice/The Good Life/Money: Accessible Text **Comprehension Check** Students complete comprehension questions. Avarice/The Good Life/Money: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Close Read the Text**

Students choose specific roles for each member.	Students research one unfamiliar detail from the text. **Research to Explore** Students research an interesting topic and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RI.9-10.10; L.9-10.4; L.9-10.4.b	**STANDARDS** RI.9-10.6; L.9-10.4.b	**STANDARDS** RI.9-10.4; RI.9-10.5; W.9-10.6; SL.9-10.4.a; SL.9-10.5	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.a; L.9-10.4.d
_my_Perspectives EL Support				
	Audio Summary In La Rinconada, Peru, Searching for Beauty in Ugliness: Accessible Leveled Text Personalize for Learning English Language Support: Cognates (TE p 423)	Word Study: Latin Root: *-temp-* (RP) (TE p 426) Analyze Craft and Structure: Literary Journalism (RP) (TE p 427)	Author's Style: Word Choice (RP) (TE p 428) Research: Multimedia Presentation (RP) (TE p 429) Personalize for Learning English Language Support: Sensory Language (TE p 428) English Language Support Lesson: Imagery (On Realize)	

ELD Companion Support				
Unit 4, Lesson 10 **Work Time Instruction** Word Study Reader: Designing for All **Work Time Assignments** Word Study: Designing for All	**Unit 4, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Time, Money, Distance, and Weight Word Study: Introduce Abbreviations	**Unit 4, Lesson 11** **Work Time Instruction** Reteach: Abbreviations **Work Time Assignments** Word Study: Abbreviations Interactive Reader	**Unit 4, Lesson 12** **Vocabulary** Selection: *cell, nucleus* Academic: *designed, reduced, frequently* **Read Aloud, Think Aloud**" "Classifying Plants and Animals." **Classroom Conversation** Collaborative Conversation	**Unit 4, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Time, Money, Distance, and Weight Word Study: Introduce Antonyms

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION Avarice Yusef Komunyakaa The Good Life Tracy K. Smith Money Reginald Gibbons SE pp 438-439	**SELECTION** Avarice Yusef Komunyakaa The Good Life Tracy K. Smith Money Reginald Gibbons SE pp 440-441	**SELECTION** The Golden Touch Nathaniel Hawthorne SE pp 442-459	**SELECTION** from King Midas Howard Moss SE pp 460-469	**SELECTION** The Thrill of the Chase Margie Goldsmith SE pp 470-479
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: avarice; desperate; needy **Word Study** **Denotation and Connotation** Concept Vocabulary and Word Study Word Study: Denotation and Connotation (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Speaker and Point of View** Students will identify points of view and tones the speaker uses. Analyze Craft and Structure: Author's Choices: Speaker and Point of View	**LANGUAGE DEVELOPMENT** **Author's Style: Poetic Language** Students find examples of alliteration and consonance in the poems. Author's Style: Poetic Language Author's Style: Poetic Language (RP) **EFFECTIVE EXPRESSION** **Writing to Sources: Short Story** Students a short story about a question left open by one of the poems. Writing to Sources: Short Story Writing to Sources: Short Story (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**MAKING MEANING** **Concept Vocabulary** burnished; lustrous; gilded **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Golden Touch: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Golden Touch: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Concept Vocabulary** mail; obdurate; are **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio from King Midas: Accessible Text **Comprehension Check** Students complete comprehension questions. from King Midas: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Concept Vocabulary** artifacts; legacy; marvel **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Thrill of the Chase: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. **Research to Clarify** Students research one unfamiliar detail from the text. The Thrill of the Chase: First Read Extension Questions

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

		Students analyze the plot of the story.	Students identify rhyming sounds in each line of "The Queen's Speech."	Analyze Craft and Structure: Literary Nonfiction: Feature Story

Students analyze the plot of the story.

Analyze Craft and Structure: Narrative Structure

Analyze Craft and Structure: Narrative Structure (RP)

Conventions: Types of Clauses
Students practice identifying and using noun clauses.

Conventions: Types of Clauses

Conventions: Types of Clauses (RP)

STANDARDS
RL.9-10.5; RL.9-10.10; L.9-10.1; L.9-10.1.b; L.9-10.4; L.9-10.4.a; L.9-10.4.b; L.9-10.4.c

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Students identify rhyming sounds in each line of "The Queen's Speech."

Analyze Craft and Structure: Author's Choices: Poetic Structure

Analyze Craft and Structure: Author's Choices: Poetic Structure (RP)

Author's Style: Author's Choices: Poetic Structure
Students analyze meter in poems.

Author's Style: Author's Choices: Poetic Structure

Author's Style: Author's Choices: Poetic Structure (RP)

EFFECTIVE EXPRESSION

Writing to Compare: Compare-and-Contrast Essay
Students write a compare and contrast essay about the characters in the retellings of the Midas myth.

Writing to Sources: Compare-and-Contrast Essay

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

STANDARDS

Analyze Craft and Structure: Literary Nonfiction: Feature Story

Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP)

Author's Style: Sentence Variety
Students practice analyzing sentence variety in the article.

Author's Style: Sentence Variety

Author's Style: Sentence Variety (RP)

EFFECTIVE EXPRESSION

Speaking and Listening: Debate
Students will debate various questions from the text.

Speaking and Listening: Debate

Speaking and Listening: Debate (RP)

Evidence Log
Students add notes and evidence that will be used to inform the Performance-Based Assessment.

SELECTION TEST

Selection Test: The Thrill of the Chase

STANDARDS
RI.9-10.5; RI.9-10.10; SL.9-10.1.a; SL.9-10.1.c; SL.9-

			RL.9-10.5; RL.9-10.7; RL.9-10.9; W.9-10.9.a; L.9-10.4.a; L.9-10.4.b	10.1.d; L.9-10.4; L.9-10.4.a; L.9-10.4.b; L.9-10.5
myPerspectives EL Support				
Word Study: Denotation and Connotation (RP) (TE p 438) Analyze Craft and Structure: Author's Choices: Speaker and Point of View (RP) (TE p 439)	Author's Style: Poetic Language (RP) (TE p 440) Writing to Sources: Short Story (RP) (TE p 441) Personalize for Learning English Language Support: Planning a Short Story (TE p 440) English Language Support Lesson: Short Story (On Realize)	Audio Summary The Golden Touch: Accessible Leveled Text Word Study: Latin Root: -lus- (RP) (TE p 457) Analyze Craft and Structure: Narrative Structure (RP) (TE p 459) Conventions: Types of Clauses (RP) (TE p 459) Personalize for Learning English Language Support: Idioms (TE p 445) Personalize for Learning English Language Support: Figurative Language (TE p 455) Personalize for Learning English Language Support: Using Noun Clauses (TE p 459) English Language Support Lesson: Clauses (On Realize)	Audio Summary from King Midas: Accessible Text Word Study: Latin Root: -dur- (RP) (TE p 465) Analyze Craft and Structure: Poetic Structure (RP) (TE p 466) Author's Style: Author's Choices: Poetic Structure (RP) (TE p 467) Personalize for Learning English Language Support: Provide Context (TE p 466) Personalize for Learning English Language Support: Comparing Texts (TE p 468) English Language Support Lesson: Comparing Texts (On Realize)	Audio Summary The Thrill of the Chase: Accessible Leveled Text Word Study: Latin Root: -fac- (RP) (TE p 476) Analyze Craft and Structure: Literary Nonfiction: Feature Story (RP) (TE p 477) Author's Style: Sentence Variety (RP) (TE p 478) Speaking and Listening: Debate (RP) (TE p 479) Personalize for Learning English Language Support: Idioms (TE p 472) Personalize for Learning English Language Support: Analyze Text Structure (TE p 477) English Language Support Lesson: Feature Story (On Realize)

ELD Companion Support				
Unit 4, Lesson 13 **Work Time Instruction** Reteach: Antonyms **Work Time Assignments** Word Study: Antonyms	**Unit 4, Lesson 14** **Vocabulary** Selection: *vertebrates, invertebrates* Academic: *discussion, gradually, expected* **Read Aloud, Think Aloud** "Classifying Plants and Animals." **Classroom Conversation** Collaborative Conversation	**Unit 4, Lesson 15** **Time to Read** Read Independently **Vocabulary** Word Study: Abbreviations Word Study: Antonyms	**Unit 4, Lesson 15** **Work Time Instruction** Word Study Reader: Speeches That Inspire **Work Time Assignments** Word Study: Abbreviations and Antonyms	**Time to Read** Read Independently Book Club

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT**	**PERFORMANCE-BASED ASSESSMENT**
SE pp 480-481	SE pp 482-483	SE pp 484-486	SE pp 487-489	SE pp 490-491
PERFORMANCE TASK **Speaking and Listening Focus: Deliver a Multimedia Presentation** Students will develop a presentation that addresses the question: In what ways can material possessions create both a sense of comfort and a sense of anxiety? **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.5	**Essential Question** *What do our possessions reveal about us?* **Independent Learning Strategies** - Create a Schedule - Practice what you have learned - Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide **Close-Read Guide** Close Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Informative Essay** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Informative Essay** Students will write an essay examining how we decide what we want versus what we need. **Informative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.2.a-f; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Oral presentation** Students plan and present a brief three- to five-minute multimedia presentation. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.1; SL.9-10.1.a; SL.9-10.4; SL.9-10.4.a

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

GRADE 10 | UNIT 5: **Virtue and Vengeance**
ESSENTIAL QUESTION: ***What motivates us to forgive?***
PERFORMANCE BASED ASSESSMENT: **Argument**
NOTES:
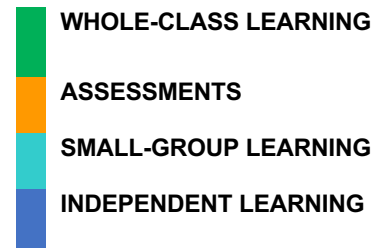
INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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

Unit 5 Overview

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

Unit Goals

Students will be able to:

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

Selections & Media

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

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

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

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

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

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:

Can Justice and forgiveness go hand in hand?

Part 2 – Speaking & Listening: Informal Speech

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

Unit Reflection

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

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

Launch Activity Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: When does the journey matter more than the destination? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 🔵 Evidence Log 🔴 Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6			Students will review the Close Read Model and complete the close read sections in the selection. 🔴 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.1; RL.9-10.10	**Writing to Sources: Paraphrasing** Students paraphrase Ariel's song. 🔵 Writing to Sources: Paraphrasing 🔴 Writing to Sources: Paraphrasing (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** 🔴🟢 Selection Test: The Tempest, Act I **STANDARDS** RL.9-10.10; W.9-10.4; L.9-10.4.b; L.9-10.4.d
myPerspectives EL Support				
Personalize for Learning English Language Support: Cognates (TE p 545)			🔵 Audio Summary 🔵 The Tempest, Act I Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 520) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 524)	🔵 Word Study: Latin Suffix:-*ous*- (RP) (TE p 531) 🔵 Analyze Craft and Structure: Shakespeare's Romances (RP) (TE 532) 🔵 Writing to Sources: Paraphrasing (RP) (TE p 533) Personalize for Learning English Language Support: Using the Suffix –*ous* (TE p 532)

				Personalize for Learning English Language Support: Figurative Language (TE p 533)

ELD Companion Support				
Unit 5, Lesson 1 **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Introduce Related Words	**Unit 5, Lesson 1** **Work Time Instruction** Reteach: Related Words **Work Time Assignments** Word Study: Related Words Interactive Reader	**Unit 5, Lesson 2** **Vocabulary** Selection: *numerous, shielding* Academic: *traditional, demonstration, restricted* **Read Aloud, Think Aloud**" "We Shall Overcome." **Classroom Conversation** Collaborative Conversation	**Unit 5, Lesson 3** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Time Word Study: Introduce Multisyllabic Words	**Unit 5, Lesson 3** **Work Time Instruction** Reteach: Multisyllabic Words **Work Time Assignments** Word Study: Multisyllabic Words

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text The Tempest, Act II William Shakespeare SE pp 534-550	**SELECTION** Anchor Text The Tempest, Act II William Shakespeare SE pp 550-553	**SELECTION** Anchor Text The Tempest, Act III William Shakespeare SE pp 554-569	**SELECTION** Anchor Text The Tempest, Act III William Shakespeare SE pp 569-571	**SELECTION** Anchor Text The Tempest, Act IV William Shakespeare SE pp 572-585
MAKING MEANING **Concept Vocabulary** succession; heir; supplant **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tempest, Act II: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act II: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something interesting from the text and	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: succession; heir; supplant **Word Study: Latin Prefix: *sub-*** Students complete activities related to the prefix *sub-* Concept Vocabulary and Word Study Word Study: Latin prefix: *sub-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Poetic Structures** Students complete activities to analyze examples of blank verse and prose in Act II. Analyze Craft and Structure: Poetic Structures	**MAKING MEANING** **Concept Vocabulary** valiant; vigilance; valor; invulnerable **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tempest, Act III: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act III: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: valiant; vigilance; valor; invulnerable **Word Study: Latin Root: *-val-*** Students complete activities related to the root *-val-* Concept Vocabulary and Word Study Word Study: Latin Root: *-val-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Dramatic Structures** Students complete activities to record the plot, subplot, and events in Act III. Analyze Craft and Structure: Dramatic Structures	**MAKING MEANING** **Concept Vocabulary** opportune; industrious; incite **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tempest, Act IV: Accessible Text **Comprehension Check** Students complete comprehension questions. The Tempest, Act IV: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students choose something interesting from the text and formulate a research question. **Close Read the Text**

formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.1; RL.9-10.10	Analyze Craft and Structure: Poetic Structures (RP) **Author's Style: Word Choice** Students describe the type of diction each character uses in the passage. Author's Style: Word Choice Author's Style: Word Choice (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Tempest, Act II **STANDARDS** RL.9-10.5; L.9-10.4.b; L.9-10.4.c	Students choose something interesting from the text and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.1; RL.9-10.10; PI.6C	Analyze Craft and Structure: Dramatic Structures (RP) **Speaking and Listening: Dramatic Reading** Students will give a dramatic reading of a scene from Act III. Speaking and Listening: Dramatic Reading Speaking and Listening: Dramatic Reading (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Tempest, Act III **STANDARDS** RL.9-10.2; RL.9-10.5; SL.9-10.b; SL.9-10.6; L.9-10.4.b; L.9-10.6	Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: opportune; industrious; incite **Word Study: Words from Sailing** Students complete activities using words from sailing. Concept Vocabulary and Word Study Word Study: Words from Sailing (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft and Structure: Dramatic Structure** Students complete activities to identify types of dramatic speech in the passage. Analyze Craft and Structure: Dramatic Structure

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

	Personalize for Learning English Language Support: Analyzing Diction (TE p 553) English Language Support Lesson: Diction (On Realize)		English Language Support Lesson: Dramatic Reading (On Realize)	(TE p 575) Personalize for Learning English Language Support: Understanding Dramatic Structures (TE p 584) English Language Support Lesson: Dramatic Structures (On Realize) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 585)
***ELD Companion* Support**				
Unit 5, Lesson 4 **Vocabulary** Selection: *minister, ancestors* Academic: *committed, doubt* **Read Aloud, Think Aloud** "We Shall Overcome." **Classroom Conversation** Collaborative Conversation	**Unit 5, Lesson 5** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Related Words Word Study: Introduce Multisyllabic Words	**Unit 5, Lesson 5** **Work Time Instruction** Word Study Reader: What Are Stars **Work Time Assignments** Word Study: Related Words and Multisyllabic Words	**Unit 5, Lesson 6** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Compound Words	**Unit 5, Lesson 6** **Work Time Instruction** Reteach: Compound Words **Work Time Assignments** Word Study: Compound Words Interactive Reader

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION Anchor Text The Tempest, Act V William Shakespeare	**SELECTION** Anchor Text *En el Jardin de los Espejos Quebrados*, Caliban Catches a Glimpse of His Reflection Virgil Suarez Caliban J.P. Dancing Bear	**SELECTION** Anchor Text *En el Jardin de los Espejos Quebrados*, Caliban catches a Glimpse of His Reflection Virgil Suarez Caliban J.P. Dancing Bear	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument	**PERFORMANCE TASK: WRITING FOCUS** Write an Argument
SE pp 586-603	SE pp 604-611	SE pp 611-613	SE pp 614-616	SE pp 617-619
MAKING MEANING **Concept Vocabulary** penitent; pardon; merciful; rectify **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Tempest, Act V: Accessible Text Media Connection **Comprehension Check** Students complete comprehension questions. The Tempest, Act V: First Read Extension Questions **Research to Clarify**	**MAKING MEANING** **Concept Vocabulary** swollen; scarred; welt; sliver; cartilage; clench **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry **Read the Selection** Selection Audio *En el Jardin de los Espejos Quebrados*, Caliban Catches a Glimpse of His Reflection/Caliban: Accessible Text **Comprehension Check** Students complete comprehension questions. *En el Jardin de los Espejos Quebrados*, Caliban Catches a Glimpse of His	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: swollen; scarred; welt; sliver; cartilage; clench **Word Network** Students add new words to their Word Network as they read texts in the unit. **Writing to Compare: Comparison-and-Contrast Essay** Students write an essay comparing Caliban's character in the play and in the poem. Writing to Compare: Comparison-and-contrast Essay **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.	**PERFORMANCE TASK** **Write an Argument** Students write an argumentative essay defending the topics of virtue and vengeance. **PreWriting/Planning** Students write a preliminary claim, consider possible counterclaims, gather evidence from sources, and connect across texts. **Drafting** Students organize and write a first draft. **STANDARDS** W.9-10.1.a-e; W.9-10.10	**LANGUAGE DEVELOPMENT: CONVENTIONS** **Create Cohesion: Quotations and Paraphrases** Students incorporate quotations and paraphrases to improve writing. **Revising** Students evaluate and revise draft utilizing peer reviews. **Editing and Proofreading** Students edit for conventions and proofread for accuracies. **Publishing and Presenting** Students create a final version of their argument and share in small groups. **Reflecting** Students reflect on their argumentative essays. **STANDARDS** W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.4; W.9-10.9; L.9-10.2.b; L.9-10.2.c

Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Plot Structure** Students complete activities to record how the resolution of the plot affects each character in *The Tempest*. Analyze Craft and Structure: Plot Structure Analyze Craft and Structure: Plot Structure (RP) **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: penitent; pardon; merciful; rectify **Word Study: Latin Root: *-pen-*** Students complete activities using the Latin Root *–pen-*	Reflection/Caliban: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students something interesting from the poem and formulate a research question. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RL.9-10.10	**SELECTION TEST** Selection Test: En el Jardin de los Espejos Quebrados, Caliban **STANDARDS** RL.9-10.9; W.9-10.2; W.9-10.9.1; L.9-10.5; L.9-10.6		

🔴Concept Vocabulary and Word Study 🔴Word Study: Latin Root: *-pen-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Style: Poetic Structure** Students examine the effects of rhyming couplets. 🔴Author's Style: Poetic Structure 🔴Author's Style: Poetic Structure (RP) **Writing to Sources: Literary Criticism** Students write a critical essay analyzing *The Tempest's* uneasy ending. 🔴Writing to Sources: Literary Criticism 🔴Writing to Sources: Literary Criticism (RP) **Speaking and Listening: Oral Presentation** Students debate "nature vs. nurture". 🔴Speaking and Listening: Oral Presentation 🔴Speaking and Listening: Oral Presentation (RP)				

Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** 🔊✅ Selection Test: The Tempest, Act V **STANDARDS** RL.9-10.5; RL.9-10.10; W.9-10.1; W.9-10.1.b; SL.9-10.3; SL.9-10.6; L.9-10.4.b; L.9-10.4.c				
myPerspectives EL Support				
🔊 Audio Summary 🔊 The Tempest, Act IV 🔊 Analyze Craft and Structure: Plot Structure (RP) (TE p 599) 🔊 Word Study: Latin Root: *-pen-* (RP) (TE p 600) 🔊 Author's Style: Poetic Structure (RP) (TE p 601) 🔊 Writing to Sources: Literary Criticism (RP) (TE p 602) 🔊 English Language Support Lesson: Literary Criticism (On Realize)	🔊 Audio Summary 🔊 *En el Jardin de los Espejos Quebrados*, Caliban Catches a Glimpse of His Reflection/Caliban Personalize for Learning English Language Support: Idioms (TE p 607)	Personalize for Learning English Language Support: Elements of Writing (TE p 612)		Personalize for Learning English Language Support: Syntax (TE p 617)

Speaking and Listening: Oral Presentation (RP) (TE p 603) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 590) Personalize for Learning English Language Support: False Cognates (TE p 594) Personalize for Learning English Language Support: Language Difficulties (TE p 599) Personalize for Learning English Language Support: Analyzing a Text's Ending (TE p 602)				

ELD Companion **Support**				
Unit 5, Lesson 7 **Vocabulary** Selection: *reclaim, retrieve* Academic: *calculations, capable, abandoned* **Read Aloud, Think Aloud**" "Charge of the Light Brigade" and "Dieppe: A Doomed Mission." **Classroom Conversation** Whole Class Discussion	**Unit 5, Lesson 8** **Time to Read** Read Independently **Vocabulary** Oops: Prepositions with Location Word Study: Introduce Collocations	**Unit 5, Lesson 8** **Work Time Instruction** Reteach: Collocations **Work Time Assignments** Word Study: Collocations	**Unit 5, Lesson 9** **Vocabulary** Selection: *vagrant, whetted* Academic: *instantly, mentioned, analyzed* **Read Aloud, Think Aloud** "Sea-Fever." **Classroom Conversation** Small-Group Discussion	**Unit 5, Lesson 10** **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Compound Words Word Study: Introduce Collocations

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video| Downloadable / Printable Document | Online Assessment | EL Highlights

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning SE pp 620-623	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE pp 624-629	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 629	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 630	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE pp 630-631
Essential Question *What motivates us to forgive?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify 🔴 Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects** Students choose specific roles for each member.	**MAKING MEANING** **Concept Vocabulary** target; vulnerable; hounded **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔵 First-Read Guide: Poetry **Read the Selection** 🔊 Selection Audio 🔵 They are hostile nations/Under a Certain Little Star: Accessible Text **STANDARDS** RL.9-10.10; L.9-10.4.a; PI.6C; PI.8	**MAKING MEANING** **Comprehension Check** Students complete comprehension questions. 🔴 They are hostile nations/Under a Certain Little Star: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from one of the poems.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 🔴 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. 🔵 Analyze the Text	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: target; vulnerable; hounded **Word Study: Animal Words** 🔵 Concept Vocabulary and Word Study 🔵 Word Study: Animal Words (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Speaker** Students will analyze the speaker in the poems. 🔵 Analyze Craft and Structure: Speaker 🔵 Analyze Craft and Structure: Speaker (RP) **STANDARDS** RL.9-10.2; L.9-10.6
***my*Perspectives EL Support**				

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

🔊 Audio | 🔴 Video | 🔵 Downloadable / Printable Document | 🟢 Online Assessment | 🔴 EL Highlights

	Audio Summary They are hostile nations/Under a Certain Little Star Personalize for Learning English Language Support: Personification (TE p 628)			Word Study: Animal Words (RP) (TE p 630) Analyze Craft and Structure: Speaker (RP) (TE p 631) Personalize for Learning English Language Support: Tone (TE p 631)
ELD Companion Support				
Unit 5, Lesson 10 **Work Time Instruction** Word Study Reader: Where Do Words Come From? **Work Time Assignments** Word Study: Where Do Words Come From?	**Unit 5, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns in Prepositional Phrases Word Study: Introduce Open Syllable Patterns **Work Time** Interactive Reader Word Study Practice	**Unit 5, Lesson 11** **Work Time Instruction** Reteach: Open Syllable Patterns **Work Time Assignments** Word Study: Open Syllable Patterns Interactive Reader	**Unit 5, Lesson 12** **Vocabulary** Selection: *eerie, accusations* Academic: *continuous, manageable, exhausting* **Read Aloud, Think Aloud**" "Nicholas Townshed, Period 6, Room 236." **Classroom Conversation** Small-Group Discussion	**Unit 5, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Pronouns in Prepositional Phrases Word Study: Introduce Closed Syllable Patterns

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 632	**SELECTION** They are hostile nations Margaret Atwood Under a Certain Little Star Wislawa Szymborska SE p 633	**SELECTION** Let South Africa Show the World How to Forgive Desmond Tutu SE pp 634-639	**SELECTION** Let South Africa Show the World How to Forgive Desmond Tutu SE pp 640-641	**SELECTION** Let South Africa Show the World How to Forgive Desmond Tutu SE pp 642-643
LANGUAGE DEVELOPMENT **Author's Style: Apostrophe** Students find examples of apostrophe in a poem. Author's Style: Apostrophe Author's Style: Apostrophe (RP) **STANDARDS** RL.9-10.4	**EFFECTIVE EXPRESSION** **Writing to Sources: Write a Poem** Students write a poem. Writing to Sources: Write a Poem Writing to Sources: Write a Poem (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Poetry Collection 2 **STANDARDS** W.9-10.4; W.9-10.5	**MAKING MEANING** **Concept Vocabulary** democratic; interdependence; communal **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio Let South Africa Show the World How to Forgive: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. Let South Africa Show the World How to Forgive: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: democratic; interdependence; communal **Word Study: Greek Root Word: *kratos*** Concept Vocabulary and Word Study Word Study: Greek Root Word: *kratos* (RP) **Word Network**	**LANGUAGE DEVELOPMENT** **Conventions: Types of Clauses** Students read and analyze relative pronouns and relative clauses. Conventions: Types of Clauses Conventions: Types of Clauses (RP) **EFFECTIVE EXPRESSION** **Research: Multimedia Presentation** Students research and prepare a presentation on the speech by Desmond Tutu. Research: Multimedia Presentation Research: Multimedia Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment.

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

| Reteach: Closed Syllable Patterns

Work Time Assignments
Word Study: Closed Syllable Patterns | Selection: *inherit, shuffling*
Academic: *address, coordinating, motivation*

Read Aloud, Think Aloud
"Famous."

Classroom Conversation
Collaborative Conversation | Read Independently

Vocabulary
Word Study: Introduce Open Syllable Patterns
Words
Word Study: Introduce Closed Syllable Patterns | Word Study Reader: Staying Grounded

Work Time Assignments
Word Study: Open Syllable Patterns and Closed Syllable Patterns | |

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Argument SE pp 644-645	**INTRODUCE INDEPENDENT LEARNING** SE pp 646-647	**INDEPENDENT LEARNING** SE pp 648-650	**PERFORMANCE-BASED ASSESSMENT** SE pp 651-653	**PERFORMANCE-BASED ASSESSMENT** SE pp 654-655
PERFORMANCE TASK **Speaking and Listening Focus:** **Present an Argument** Students plan a talk show segment asking if forgiveness first requires an apology? **Plan With Your Group** Students will analyze the text, gather evidence and choose order and format. **Rehearse with Your Group** Students practice the talk show, prepare the presentation and know the audience. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.1.a; SL.9-10.1.c; SL.9-10.1.d; SL.9-10.4	**Essential Question** *What motivates us to forgive?* **Independent Learning Strategies** • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** Close-Read Guide **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Evidence for an Argument** Students evaluate the strength of their evidence **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Argument** Students will write an argumentative essay exploring if justice and forgiveness go hand in hand. **Argument Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.1.a-e; W.9-10.9; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Informal Speech** After completing the essay, students develop a brief three- to five-minute informal speech. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.4

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

GRADE 10 | UNIT 6: **Blindness and Sight**
ESSENTIAL QUESTION: *What does it mean to see?*
PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**

NOTES:

INSTRUCTIONAL MODEL
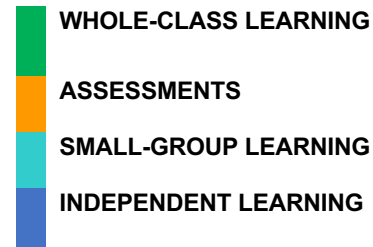
■ **WHOLE-CLASS LEARNING**

■ **ASSESSMENTS**

■ **SMALL-GROUP LEARNING**

■ **INDEPENDENT LEARNING**

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

Unit 6 Overview

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

Unit Goals

Students will be able to:

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

Selections & Media

Launch Text
- Just Six Dots (970L)

Whole-Class Learning

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

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

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

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic:

Is there a difference between seeing and knowing?

Part 2 – Speaking & Listening: Storytelling

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

Unit Reflection

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

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning	**SELECTION** Literature and Culture Historical Context Oedipus the King	**SELECTION** Anchor Text Oedipus the King, Part I	**SELECTION** Anchor Text Oedipus the King, Part I
SE pp 656-663	SE pp 664-665	SE pp 666-671	SE pp 672-686	SE pp 687-699
Unit Goals Students will deepen their understanding of blindness and sight by reading, writing, speaking, listening, and presenting. 🔴 Unit Goals Video **Academic Vocabulary** integrate; delineate; volition; vivid; altercation 🔴 Home Connection Letter 🔴 Spanish Home Connection Letter 🔴 Unit 6 Answer Key **Launch Text** Students will read "*Just Six Dots".* They will then be able to participate in discussions about blindness and sight. **Word Network** Students add new words to their Word Network as they read texts in the unit. 🔴 Word Network **Summary** Students write a summary of the Launch Text. **Launch Activity**	**Essential Question** *What does it mean to see?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas 🔴 Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	**LITERATURE AND CULTURE** **Historical Context** Students analyze a brief history of ancient Greece and the rise and fall of Athens. **Ancient Greek Theater** Students discuss the religious foundation in ancient Greek theater. **Aristotle and Greek Tragedy** Students discuss Aristotle and other early playwrights of ancient Greece.	**MAKING MEANING** **Concept Vocabulary** proclamation; decree; edicts **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Fiction **Read the Selection** 🔴 Selection Audio 🔴 Oedipus the King, Part I: Accessible Text **STANDARDS** RL.9-10.10	**MAKING MEANING** **Read the Selection** 🔴 Selection Audio 🔴 Oedipus the King, Part I: Accessible Text **Comprehension Check** Students complete comprehension questions. 🔴 Oedipus the King, Part I: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research some of the places mentioned in the play. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. 🔴 Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence.

				STANDARDS RL.9-10.10
Students participate in an activity related to the unit theme. **QuickWrite** Students write a response to the QuickWrite prompt: Which matters more – the present or the future? **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. 🔵 Evidence Log 🔴 Performance-Based Assessment: Refining Your Thinking **STANDARDS** L.9-10.6				

*my*Perspectives EL Support				
Personalize for Learning English Language Support: Cognates (TE p 659)		Personalize for Learning English Language Support: Verb Tense (TE p 668) Personalize for Learning English Language Support: Vocabulary (TE p 670)	🔊 Audio Summary 🔵 Oedipus the King, Part I	🔊 Audio Summary 🔵 Oedipus the King, Part I Personalize for Learning English Language Support: Figurative Language (TE p 687) Personalize for Learning English Language Support: Idioms (TE p 697)

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

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Oedipus the King, Part I SE p 699	**SELECTION** Anchor Text Oedipus the King, Part I SE p 700	**SELECTION** Anchor Text Oedipus the King, Part I SE p 701	**SELECTION** Anchor Text Oedipus the King, Part II SE pp 702-721	**SELECTION** Anchor Text Oedipus the King, Part II SE pp 722-723
LANGUAGE DEVELOPMENT **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: proclamation; decree; edicts **Word Study: Latin Root: *-dict-*** Students complete activities related to the Latin Root *–dict-* Concept Vocabulary and Word Study Word Study**:** Latin Root: *-dict-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **STANDARDS** L.9-10.4.b; L.9-10.4.c	**MAKING MEANING** **Analyze Craft and Structure: Structure of Greek Plays** Students analyze the structure of Greek Plays. Analyze Craft and Structure: Structure of Greek Plays Analyze Craft and Structure: Structure of Greek Plays (RP)	**MAKING MEANING** **Author's Style: The Greek Chorus** Students analyze strophes and antistrophe in the chorus. Author's Style: The Greek Chorus Author's Style: The Greek Chorus (RP) **SELECTION TEST** Selection Test: Oedipus the King, Part I **STANDARDS** RL.9-10.5	**MAKING MEANING** **Concept Vocabulary** oracle; prophecy; inexorable **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio Oedipus the King, Part II: Accessible Text **Comprehension Check** Students complete comprehension questions. Oedipus the King, Part II: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research the way various artists have portrayed Oedipus over the centuries.	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Analyze Craft and Structure: Elements of Greek Tragedy** Students analyze dramatic irony, protagonist, and antagonist in the play. Analyze Craft and Structure: Elements of Greek Tragedy Analyze Craft and Structure: Elements of Greek Tragedy (RP) **STANDARDS** RL.9-10.5

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

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

STANDARDS RL.9-10.5; L.9-10.4.c; L.9-10.5; L.9-10.5.b				
*my*Perspectives EL Support				
🔴 Word Study: Denotation and Connotation (RP) (TE p 724) 🔴 Author's Style: Anaphora (RP) (TE p 725) Personalize for Learning English Language Support: Constructing Parallel Sentences (TE p 725)	🔴 Writing to Sources: Dialogue (RP) (TE p 726) Personalize for Learning English Language Support: Writing Dialogue for a Play (TE p 726) 🔴 English Language Support Lesson: Dialogue (On Realize)	🔴 Speaking and Listening: Critique (RP) (TE p 727)		Personalize for Learning English Language Support: Artistic License (TE p 731)
ELD Companion Support				
Unit 6, Lesson 7 **Vocabulary** Selection: *prism, gravity* Academic: *organized, exploration, conquer* **Read Aloud, Think Aloud**" "Newton and Gravity." **Classroom Conversation** Collaborative Conversation	Unit 6, Lesson 8 **Time to Read** Read Independently **Vocabulary** Oops: Adverbs in Sentences Word Study: Introduce the Influence of Spanish on English	Unit 6, Lesson 8 **Whole Group** Writing: Condense Ideas **Work Time Instruction** Reteach: The Influence of Spanish on English **Work Time Assignments** Word Study: The Influence of Spanish on English	Unit 6, Lesson 9 **Vocabulary** Selection: *tides, elliptical* Academic: *disadvantage, globally, quality, conservation* **Read Aloud, Think Aloud** "Newton and Gravity." **Classroom Conversation** Collaborative Conversation	Unit 6, Lesson 10 **Time to Read** Read Independently **Vocabulary** Word Study Reader: The Influence of Spanish on English Narrative Essay: Conclusion

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
OVERVIEW Small-Group Learning	**SELECTION** View From the Empire State Building Helen Keller	**SELECTION** View From the Empire State Building Helen Keller	**SELECTION** Blind Fatima Naoot The Blind Seer of Ambon W.S. Merwin On His Blindness Jorge Luis Borges	**SELECTION** Blind Fatima Naoot The Blind Seer of Ambon W.S. Merwin On His Blindness Jorge Luis Borges
SE pp 734-737	SE pp 738-741	SE pp 741-745	SE pp 746-753	SE pp 754-757
Essential Question *What does it mean to see?* **Small-Group Learning Strategies** • Prepare • Participate Fully • Support Others • Clarify 🔴 Small-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Working as a Team** • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan **Making a Schedule** Students make a schedule with group for completing tasks. **Working on Group Projects**	**MAKING MEANING** **Concept Vocabulary** unconquerable; indomitable; dominating **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Nonfiction **Read the Selection** 🔊 Selection Audio 🔴 View From the Empire State Building: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. 🔴 View From the Empire State Building: First Read Extension Questions **Research to Clarify**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: unconquerable; indomitable; dominating **Word Study: Latin Root -*dom*-** 🔴 Concept Vocabulary and Word Study 🔴 Word Study: Latin Root -*dom*- (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Author's Choices: Word Choice** Students will identify examples of figurative language. 🔴 Analyze Craft and Structure: Author's Choices: Word Choice	**MAKING MEANING** **Concept Vocabulary** transcend; luminous; elemental **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. 🔴 First-Read Guide: Poetry **Read the Selection** 🔴 Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text. **Comprehension Check** Students complete comprehension questions. 🔴 Blind/The Blind Seer of Ambon/On His Blindness: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text.	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: transcend; luminous; elemental **Word Study: Latin Root: -*lum*-** 🔴 Concept Vocabulary and Word Study 🔴 Word Study: Latin Root: -*lum*- (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Figurative Language** Students analyze figurative language. 🔴 Analyze Craft and Structure: Figurative Language

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Students choose specific roles for each member.	Students research one unfamiliar detail from the text. **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **STANDARDS** RI.9-10.10; L.9-10.4; L.9-10.4.b	Analyze Craft and Structure: Author's Choices: Word Choice (RP) **Conventions: Types of Structures** Students complete activities marking adverbial phrases. Conventions: Types of Structures Conventions: Types of Structures (RP) **Research: Group Presentation** Students create a group presentation from a list of subjects. Research: Group Presentation Research: Group Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: View From the Empire State Building **STANDARDS** RI.9-10.4; W.9-10.6; W.9-10.7; SL.9-10.2; L.9-10.1; L.9-10.1.b; L.9-10.5; L.9-10.1;	**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **STANDARDS** RL.9-10.10; L.9-10.4; L.9-10.4.a	Analyze Craft and Structure: Figurative Language (RP) **Author's Style: Word Choice and Meaning** Students identify examples of imagery in the poems. Author's Style: Word Choice and Meaning Author's Style: Word Choice and Meaning (RP) **EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students create and present an oral presentation based on one of the poems. Speaking and Listening: Oral Presentation Speaking and Listening: Oral Presentation (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: Poetry Collection **STANDARDS** RL.9-10.2; RL.9-10.4; SL.9-10.1; SL.9-10.3; SL.9-10.4; L.9-10.5; L.9-10.5.a; L.9-10.4.b

		L.9-10.1.b; L.9-10.5.a; L.9-10.4; L.9-10.4.b		

*my*Perspectives EL Support				
	🔊 Audio Summary 🔴 View From the Empire State Building: Accessible Leveled Text	🔴 Word Study: Latin Root *-dom-* (RP) (TE p 742) 🔴 Analyze Craft and Structure: Author's Choices: Word Choice (RP) (TE p 743) 🔴 Conventions: Types of Structures (RP) (TE p 744) 🔴 Research: Group Presentation (RP) (TE p 745) Personalize for Learning English Language Support: Understanding Figurative Language and Word Choice (TE p 743) 🔴 English Language Support Lesson: Figurative Language (On Realize)	🔊 Audio Summary 🔴 Blind/The Blind Seer of Ambon/On His Blindness: Accessible Text. Personalize for Learning English Language Support: Theme (TE p 748) Personalize for Learning English Language Support: Syntax (TE p 751)	🔴 Word Study: Latin Root: *-lum- (*RP) (TE p 754) 🔴 Analyze Craft and Structure: Figurative Language (RP) (TE p 755) 🔴 Author's Style: Word Choice and Meaning (RP) (TE p 756) 🔴 Speaking and Listening: Oral Presentation (RP) (TE p 757) Personalize for Learning English Language Support: Identifying Imagery and Juxtaposition (TE p 756) 🔴 English Language Support Lesson: Imagery and Juxtaposition (On Realize) Personalize for Learning English Language Support: Preparing for a Panel Discussion (TE p 757)

ELD Companion Support				
Unit 6, Lesson 10 **Work Time Instruction** Reteach: Public Spaces Narrative Essay: Conclusion **Work Time Assignments**	**Unit 6, Lesson 11** **Time to Read** Read Independently **Vocabulary** Oops: Order of Adjectives	**Unit 6, Lesson 11** **Whole Group** Narrative Essay: Revise and Edit **Work Time Instruction**	**Unit 6, Lesson 12** **Vocabulary** Selection: *velocity, force* Academic: *scientific, discoveries, achievement*	**Unit 6, Lesson 13** **Time to Read** Read Independently **Vocabulary** Oops: Order of Adjectives

Word Study: Suffixes –*ly*, -*able, -est* and The Influence of Spanish on English	Word Study: Introduce Multiple Meaning Words	Reteach: Multiple Meaning Words Narrative Essay: Peer Conference and Revise **Work Time Assignments** Word Study: Multiple Meaning Words Interactive Reader	**Read Aloud, Think Aloud**" "Forces in Motion." **Classroom Conversation** Classroom Conversation	Word Study: Introduce Word Families

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION The Country of The Blind H.G. Wells SE pp 758-781	**SELECTION** The Country of The Blind H.G. Wells SE pp 782-783	**SELECTION** The Country of The Blind H.G. Wells SE pp 784-785	**SELECTION** The Neglected Senses from For the Benefit of Those Who See Rosemary Mahoney SE pp 786-798	**SELECTION** The Neglected Senses from For the Benefit of Those Who See Rosemary Mahoney SE pp 798-901
MAKING MEANING **Concept Vocabulary** incoherent; perplexity; delusions **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction **Read the Selection** Selection Audio The Country of The Blind: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Country of The Blind: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore** Students research a topic that interests them. . **STANDARDS**	**MAKING MEANING** **Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text **Analyze the Text** Students will respond to questions about the text, citing textual evidence. Analyze the Text **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: incoherent; perplexity; delusions **Word Study: Word Study: Latin Root: *-lud- / -lus-*** Concept Vocabulary and Word Study Word Study: Word Study: Latin Root: *-lud- / -lus-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Narrative Structure**	**LANGUAGE DEVELOPMENT** **EFFECTIVE EXPRESSION** **Author's Style: Narrative Pacing** Students discuss the characteristics of the pacing in the story. Author's Style: Narrative Pacing Author's Style: Narrative Pacing (RP) **Writing to Sources: Response** Students write a response to the story. Writing to Sources: Response Writing to Sources: Response (RP) **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **SELECTION TEST** Selection Test: The Country of the Blind **STANDARDS**	**MAKING MEANING** **Concept Vocabulary** traversed; periphery; navigating **First Read** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction **Read the Selection** Selection Audio The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text **Comprehension Check** Students complete comprehension questions. The Neglected Senses from For the Benefit of Those Who See: First Read Extension Questions **Research to Clarify** Students research one unfamiliar detail from the text. **Research to Explore**	**LANGUAGE DEVELOPMENT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: traversed; periphery; navigating **Word Study: Latin Root: -vers- / -vert-** Concept Vocabulary and Word Study Word Study: Latin Root: *-vers- / -vert-* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Analyze Craft & Structure: Development of Ideas** Students analyze literary elements in the story. Analyze Craft and Structure: Development of Ideas Analyze Craft and Structure: Development of Ideas (RP) **Conventions: Types of Phrases**

RL.9-10.10; L.9-10.4; L.9-10.4.b; L.9-10.4.d	Students identify distinct stages of the plot of the story.	RL.9-10.5; W.9-10.3; SL.9-10.1.a	Students research something that interests them.	Students complete activities identifying prepositions and adjectival phrases.
	Analyze Craft and Structure: Narrative Structure		**Close Read the Text** Students will review the Close Read Model and complete the close read sections in the selection.	Conventions: Types of Phrases
	Analyze Craft and Structure: Narrative Structure (RP)		Close Read the Text	Conventions: Types of Phrases (RP)
	STANDARDS RL.9-10.5; L.9-10.4.b; L.9-10.4.c		**Analyze the Text** Students will respond to questions about the text, citing textual evidence.	**EFFECTIVE EXPRESSION** **Speaking and Listening: Oral Presentation** Students prepare and deliver an oral presentation.
			Analyze the Text	Speaking and Listening: Oral Presentation
			STANDARDS RI.9-10.10; L.9-10.4; L.9-10.4.a	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 Selection Test: The Neglected Senses
				STANDARDS RI.9-10.5; L.9-10.1; L.9-10.1.b; L.9-10.4.b
***my*Perspectives EL Support**				
Audio Summary The Country of the Blind: Accessible Leveled Text	Word Study: Latin Root: *-lud- / –lus-* (RP) (TE p 782) Analyze Craft and Structure: Narrative Structure (RP)	Author's Style: Narrative Pacing (RP) (TE p 784) Writing to Sources (RP) (TE p 785)	Audio Summary The Neglected Senses from For the Benefit of Those Who See: Accessible Leveled Text	Word Study: Latin Root: *-vers- / –vert-* (RP) (TE p 798) Analyze Craft and Structure: Development of Ideas (RP)

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Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 761) Personalize for Learning English Language Support: Idiom (TE p 764) Personalize for Learning English Language Support: Pronoun-Antecedent Agreement (TE p 776)	(TE p 783) Personalize for Learning English Language Support: Understanding the Parts of the Plot. (TE p 783) 🔵 English Language Support Lesson: Plot (On Realize)	Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 785)	Personalize for Learning English Language Support: Understanding figures of Speech (TE p 789) Personalize for Learning English Language Support: False Cognates (TE p 791)	(TE p 799) 🔴 Conventions: Types of Phrases (RP) (TE p 800) 🔴 Speaking and Listening: Oral Presentation (RP) (TE p 801) Personalize for Learning English Language Support: Adjective Phrases (TE p 800) 🔵 English Language Support Lesson: Adjective Phrases (On Realize)
ELD Companion Support				
Unit 6, Lesson 13 **Work Time Instruction** Reteach: Word Families Narrative Essay: Revise and Edit **Work Time Assignments** Word Study: Word Families	Unit 6, Lesson 14 **Vocabulary** Selection: e*quilibrium, inertia* Academic: *cause, experience, contribution* **Read Aloud, Think Aloud** "Forces in Motion." **Classroom Conversation** Collaborative Conversation	Unit 6, Lesson 15 **Time to Read** Read Independently **Vocabulary** Word Study: Introduce Multiple Meaning Words Word Study: Introduce Word Families	Unit 6, Lesson 15 **Work Time Instruction** Word Study Reader: Drums Narrative Essay: Present **Work Time Assignments** Word Study: Multiple Meaning Words and Word Families	**Time to Read** Read Independently Book Club

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PERFORMANCE TASK: Speaking and Listening Focus Present an Oral Retelling SE pp 802-803	**INTRODUCE INDEPENDENT LEARNING** SE pp 804-805	**INDEPENDENT LEARNING** SE pp 806-808	**PERFORMANCE-BASED ASSESSMENT** SE pp 809-811	**PERFORMANCE-BASED ASSESSMENT** SE pp 812-813
PERFORMANCE TASK **Speaking and Listening Focus:** **Present an Oral Retelling** Students will develop an oral retelling of the selections addressing the question: Can one have sight but no vision, or vision but no sight? **Plan With Your Group** Students will analyze the text, gather evidence and media examples, and organize ideas. **Rehearse with Your Group** Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique. **Present and Evaluate** Students present as a group and use checklist items to evaluate. **STANDARDS** SL.9-10.4; SL.9-10.4.b; SL.9-10.5	**Essential Question** *What does it mean to see?* **Independent Learning Strategies** ● Create a Schedule ● Practice what you have learned ● Take Notes Independent Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	**MAKING MEANING** **First-Read Guide** Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide **Close-Read Guide** First-Read Guide **Close-Read the Text** Students will review the Close Read Model and complete the close read sections in the selection. **Analyze the Text** Students will respond to questions about the text, citing textual evidence. **Quick Write** Students write about a paragraph that grabbed their interest. **Share Your Independent Learning** Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. **Evidence Log**	**PERFORMANCE-BASED ASSESSMENT PREP** **Review Notes for a Nonfiction Narrative** Students evaluate their ideas. **Evidence Log** Students add notes and evidence that will be used to inform the Performance-Based Assessment. **Writing to Sources: Nonfiction Narrative** Students will write a nonfiction narrative asking if there is a difference between seeing and knowing? **Narrative Rubric** Students use the rubric to guide their revisions. **STANDARDS** W.9-10.3.a-e; W.9-10.10	**PERFORMANCE-BASED ASSESSMENT** **Speaking and Listening: Storytelling** After completing the narrative, students develop a brief three- to five-minute storytelling session. **Reflect on the Unit** Students reflect on Unit goals, learning strategies, and the text. Reflect on the Unit Unit Test **STANDARDS** SL.9-10.1; SL.9-10.1.a; SL.9-10.5; SL.9-10.6

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