



Positive Outcomes Charter School  
2019-2024 Renewal Application

# Appendix 2A

English Language Arts Curriculum Documents



Positive Outcomes Charter School  
7<sup>th</sup> Grade  
English Language Arts Curriculum Documents

ELA Scope and Sequence: Grade 7  
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
		<b>RL 10</b>	<b>Independent Swimming to Antarctica by Lynne Cox (Lexile 940)</b>	<b>Novel Study</b> Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
<b>Unit 1: Collection 1 Bold Actions</b>	<b>September-October</b>	RL 1, RL 3, RL 4, <b>SL 4</b> , <b>W 3</b> , L 1b, L4a, L4b, L 4c	<b>Rogue Wave Short Story by Theodore Taylor (Lexile 980L)</b>	<p><b>*Diagnostic Test</b></p> <p><b>Writing Activity: Movie Activity(W 3, SL 4):</b></p> <p>Think about "Rogue Wave" could be adapted as an action movie. Write a four paragraph movie outline showing how it could be done. Use your completed outline to "pitch"-or present persuasively-your movie idea to a partner or group. In your outline, be sure to include:</p> <ul style="list-style-type: none"> <li>● a description of the opening scene that establishes the characters, setting, and conflict.</li> <li>● a description of each important scene in the plot.</li> <li>● suggestions for how to shoot each scene to convey the suspense.</li> </ul>

			<p><b>Close Reader Short story by Eleanora Tate “Big Things Come in Small Packages” (Lexile 900)</b></p>	<ul style="list-style-type: none"> <li>• cite several pieces of textual evidence</li> <li>• make inferences drawn from the text</li> <li>• analyze how particular elements of a story interact</li> <li>• analyze how setting shapes the characters or plot</li> </ul>
		<p>RI 1, RI 2, RI 3, RI 5, RI 6, RI 8, RI 9, SL 2, W1, W 4, W 6</p>	<p><b>Online News Article by Paul Harris “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” (Lexile 1110)</b></p> <p><b>Editorial by Joanna Weiss “Ship of Fools”</b></p>	<p><b>Media Activity: Blog (RI 2, RI 3, RI 5, RI 6, RI 8, RI 9, SL 2, W 6)</b></p> <p>With your classmates, create a class blog to discuss what you think would be an appropriate age to pursue such an undertaking.</p> <ul style="list-style-type: none"> <li>• To build the blog, map out your home page and plan one or more discussion threads.</li> <li>• Begin the blog by writing your own opinion of Abby’s solo adventure. Was it foolish or wise for someone her age to attempt such a trip alone?</li> <li>• Refer to any of the three news pieces for evidence. Encourage classmates to post to the blog.</li> </ul>

			<p><b>(Lexile 1120)</b></p> <p><b>TV News Interview by CBS News</b></p> <p><b>“Was Abby Too Young to Sail?”</b></p>	
			<p><b>Close Reader: Essay by Robert Medina</b></p> <p><b>“Finding Your Everest”</b></p> <p><b>(Lexile1160)</b></p>	<ul style="list-style-type: none"> <li>• cite several pieces of textual evidence</li> <li>• determine two or more central (or main) ideas in a text</li> <li>• trace and evaluate an argument</li> <li>• assess claims, reasoning, and evidence in a text</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 4, <b>W3, W5, W7</b>, L2a, L4c</p>	<p><b>Greek Myth “The Flight of Icarus”</b></p> <p><b>retold by Sally Benson (1110L)</b></p>	<p><b>Writing Activity: Graphic Comic ( W3, W5, W7):</b></p> <p>“The Flight of Icarus” begins with references to Theseus and his escape from the labyrinth built by Daedalus. Retell your own version of the myth in the form of a graphic comic. In this kind of text, both verbal and visual elements work together.</p> <ul style="list-style-type: none"> <li>• Research retellings of the myth of Theseus and the Minotaur.</li> <li>• Redo the text of the myth in your own words. Try to keep any character</li> </ul>

				<p>speeches or descriptions as brief as possible.</p> <ul style="list-style-type: none"> <li>• Make sure that the words don't crowd the art space.</li> <li>• Plan how your characters will look. Use any descriptions you find in the text version of the myth to help you.</li> <li>• Do a rough sketch of your ideas before creating finished pages.</li> </ul>
			<p><b>Close Reader: Greek Myth Retold by Olivia Coolidge "Arachne" (Lexile1250)</b></p>	<ul style="list-style-type: none"> <li>• cite several pieces of textual evidence</li> <li>• determine a theme and analyze its development over the course of a text</li> <li>• analyze how particular elements of a story interact</li> </ul>
			<p><b>Poem by Stephen Dobyns "Icarus Flight"</b></p>	<p><b>Speaking Activity: Response to Literature (W 2, SL 4)</b></p> <p>The poet asks a number of questions throughout the poem, as if speaking directly to readers. What is the purpose of these questions? Do they cause you to consider Icarus's actions in a new light? Share your views in an oral response.</p> <ul style="list-style-type: none"> <li>• Think about the questions and views the poet presents.</li> </ul>

				<ul style="list-style-type: none"> <li>• Identify evidence from the poem to support your views.</li> <li>• Make sure your points are clear and convincing. Use verbal and nonverbal techniques to enhance your points.</li> </ul>
			<p><b>Informational Text by Patricia and Fredrick McKissack "Women in Aviation" (Lexile 1150)</b></p>	<p><b>Writing Activity: Informative Report (W 2, W 6, W 8, W 10)</b></p> <p>Do further research on one of the figures from "Women in Aviation." Then present your research in the form of a report.</p> <ul style="list-style-type: none"> <li>• Use text, online, and digital resources such as encyclopedias, web searches, and other texts to find facts and details.</li> <li>• Include details about the pilot s achievements and their importance.</li> <li>• Be sure to include additional quotes either directly from or about the aviator you chose.</li> </ul>
		<p>RI 1, RI 2, RI 3, RI 5, RI 6, RI 8, RI 9 SL 2, <b>W1, W4, W6</b></p>		<p><b>Unit Assessment(s):</b></p> <p><b>Option A: Write a Fictional Narrative (W3a-e, W4, W5, W10):</b></p> <p>Use the texts in the collection as models for writing your own story in which the characters</p>

				<p>take bold actions in the face of a seemingly overwhelming challenge.</p> <ul style="list-style-type: none"> <li>• See how the example from "The Rogue Wave" uses descriptive setting and introduces characters.</li> </ul> <p><b>Option B: Present an Argument (W1a-e, W5, W8, W9, W10, SL4, SL5, SL6, L3):</b></p> <p>This collection depicts the bold actions of daring individuals. The myth "The Flight of Icarus" presents a clear message about the risks and rewards of taking those actions. In the following activity, you will draw from "The Flight of Icarus" and other texts in the collection to prepare and present an argument, either for taking bold actions or for avoiding them.</p> <p><b>Collection 1 Test</b></p>
		<p>RL 10</p>	<p><b>Independent reading</b>  <b>The Cay by Theodore Taylor</b>  <b>(Lexile 860)</b></p>	<p style="text-align: center;"><b>Novel Study</b></p> <p>Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.</p>



<p><b>Unit 2: Collection 2 Perception and Reality</b></p>	<p><b>November-December</b></p>	<p>RL 1, RL 2, RL 3 RL 4, RL 10, W 7. W 9, <b>SL 6, SL 4b, SL 4d</b></p>	<p><b>Folk Tale retold by Virginia Hamilton “The People Could Fly: (Lexile 430</b></p>	<p><b>Speaking Activity: Dramatic Reading RL10, SL 6</b></p> <p>With a small group, do a dramatic reading of “The People Could Fly,” using the text of the folk tale as a script. Follow these tips for preparing and performing:</p> <ul style="list-style-type: none"> <li>• Rehearse the reading several times.</li> <li>• Make sure your voices fit the personalities of the characters you portray.</li> <li>• Deliver lines with the appropriate emotion.</li> <li>• Keep in mind how the tale begins somberly but builds in intensity</li> </ul>
			<p><b>Close Reader: Short Story by “Heartbeat” (Lexile 840)</b></p>	<ul style="list-style-type: none"> <li>• cite several pieces of textual evidence</li> <li>• determine the theme or central idea in a text</li> <li>• provide an objective summary of a text</li> <li>• analyze how particular elements of a story interact</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 5, SL 1, SL 4, SL 6</p>	<p><b>Poem by W.B. Yeats “The Song of Wandering Aengus”</b></p> <p><b>Poem by William</b></p>	<p><b>Speaking Activity: Discussion With a small group SL 1a–d, SL 4, SL 6</b></p> <p>Discuss which speaker of these two poems seems more affected by what he perceives. To prepare for your discussion:</p> <ul style="list-style-type: none"> <li>• Consider what each speaker is longing for.</li> <li>• Think about the words used to express the speaker’s longing in each poem.</li> </ul>

			<p><b>Shakespeare “Sonnet 43”</b></p>	<ul style="list-style-type: none"> <li>● Create a Venn Diagram to compare and contrast the two poems.</li> </ul>
			<p><b>Magazine Article by Susana Martinez- Conde and Stephen L Macknick “Magic and the Brain” (Lexile 1340)</b></p>	<p><b>Speaking Activity: Demonstration W 7, SL 4, L 6</b></p> <p>Do research to find an easily performed “magic trick” that is based on a science principle. Follow the step-by-step directions for the trick and practice performing it. Determine the principle that makes the trick work. Then demonstrate the trick in a performance for your classmates. Follow these suggestions during the demonstration:</p> <ul style="list-style-type: none"> <li>● If necessary, perform the trick a second time, but more slowly, indicating whatever you’re doing to distract their attention.</li> <li>● At the end of the performance, explain the principle at work in the trick and how it relates to the article “Magic and the Brain.”</li> <li>● Invite feedback. Discuss with your classmates whether the demonstration increases their understanding of neuromagic.</li> </ul>
			<p><b>Close Reading:</b></p>	<ul style="list-style-type: none"> <li>● cite several pieces of textual evidence</li> </ul>

			<p><b>Science Writing by Reynaldo Vasquez “Saving the Lost” (Lexile 920)</b></p>	<ul style="list-style-type: none"> <li>● determine the theme or central idea in a text</li> <li>● provide an objective summary of a text</li> <li>● analyze how particular elements of a story interact</li> </ul>
		<p>SL 2, SL 5, W 6</p>	<p><b>Public Art by Julian Beever Pavement Chalk Art</b></p>	<p><b>Media Activity: Poster</b> SL 5, W 6 Working in small groups, create a poster or a flyer that announces an exhibit of Beever’s art in a city. Use your favorite design software program to lay out your work, including images and text.</p> <ul style="list-style-type: none"> <li>● Highlight the effectiveness of Beever’s drawings as public art.</li> <li>● Promote the advantages of having sidewalk art in a city.</li> <li>● Present your completed flyer or poster to the other groups, explaining what you intend to communicate with it and how you accomplished that goal.</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 4, RL 5, W 9a, L 4a, L 4c, L 5b, L 6</p>	<p><b>Short Story by Cory Doctorow “Another Place, Another Time” (Lexile 1060)</b></p>	<p><b>Writing Activity: Character Analysis</b> <b>RL 1, RL 2, W 9a</b> With a partner, find and record references to the passage of time that connect to key experiences for Gilbert. For each important reference, also note what is happening to Gilbert. Together, write a</p>

				<p>one-page character profile of Gilbert, including details that answer these questions:</p> <ul style="list-style-type: none"> <li>• What are Gilbert’s personal traits?</li> <li>• What motivates Gilbert’s actions?</li> <li>• What life-changing events occur in his life?</li> <li>• When and where is he at the start of the story? At the end?</li> <li>• How has he changed by the end of the story?</li> </ul>
		<p>RL, RL2, <b>RL3</b>, RL4, RL5, RL7, RL10, <b>W2</b>, <b>W4</b>, <b>W9a</b>, <b>W10</b>, L4a, L4c, SL2</p>	<p><b>Sorry, Wrong Number Drama by Lucille Fletcher (Lexile N)</b></p>	<p><b>Writing Activity: Character Analysis (W2, W4, W9a, W10):</b></p> <p>Write a three-paragraph character analysis of Mrs. Stevenson. Support your analysis with examples of her actions, expressed in the dialogue and stage directions. Try to answer these questions.</p> <ul style="list-style-type: none"> <li>• How does she perceive herself?</li> <li>• How does she perceive other people such as the operators, police sergeant, and hospital workers?</li> <li>• What parts of her personality might have been misunderstood or allow her to be misunderstood by others?</li> <li>• How do her actions affect the drama?</li> </ul>

				<p style="text-align: center;"><b>Unit Assessment(s):</b></p> <p><b>Option A: Write an Argument ( W1a-e, W4, W5, W9, W10):</b></p> <p>Folktales like “The People Could Fly” often make readers reflect on the ways we perceive our world. Consider the common saying “seeing is believing” and its meaning. After reading the texts in this collection, do you believe this saying is true? You will draw from “The People Could Fly” and other texts in the collection to write an argument that states and supports your position.</p> <p><b>Option B: Give a Summary Presentation (W 2a-f, W4, W5, W6, W10, SL4):</b></p> <p><i>Sorry, Wrong Number</i> is a drama chockful of actions and shifting perceptions. In the following activity, you will draw from <i>Sorry, Wrong Number</i> to deliver a summary presentation.</p> <p><b>Collection 2 Test</b></p>
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		<b>RL 10</b>	<b>Independent Reading Call of the Wild by Jack London (Lexile 1170)</b>	<b>Novel Study</b> Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.
<b>Unit 3 Collection 3 Nature at Work</b>	<b>January-February</b>	RI 1, RI 2, RI 3, RI 4, W 9, L3a, L5a	<b>Mississippi Solo Memoir by Eddy Harris (Lexile 830L)</b>	<b>Writing Activity: Analysis (RI 4, W 9):</b>  Look back through the memoir to list examples of how the author uses similes and personifies the river. Focusing on examples from the list, write a two to four paragraph literary analysis that explains how the author uses figurative language in this memoir. <ul style="list-style-type: none"> <li>● Support your main points by using quotes from the text as examples.</li> <li>● Explain the meanings of the examples and how they contribute to important ideas of the memoir.</li> <li>● Discuss what impressions you have about the author’s writing style, based on his use of figurative language.</li> </ul>
			<b>Close Reader: Memoir by Helen Thayer</b>	<ul style="list-style-type: none"> <li>● cite multiple pieces of textual evidence</li> <li>● analyze interactions between elements of an informational text</li> </ul>

			<p><b>from <i>Polar Dream</i></b> <b>(Lexile 1070)</b></p>	<ul style="list-style-type: none"> <li>• determine the meaning of words and phrases, including figurative language, and analyze the impact of specific word choice on meaning and tone</li> <li>• determine an author’s point of view or purpose in a text</li> </ul>
			<p><b>Soliloquy by William Shakespeare</b> <b>from <i>The Tempest</i></b></p>	<p><b>Speaking Activity: Dramatic Reading</b> <b>SL 1, SL 6</b></p> <p>Divide the lines of this soliloquy among the members of a small group so that each participant has several lines that express one idea or related ideas.</p> <ul style="list-style-type: none"> <li>• Together, discuss and analyze the Shakespearean vocabulary and sentence structure.</li> <li>• Use your analysis to rewrite Prospero’s soliloquy in your own words.</li> <li>• Then, as a group, deliver your version of the soliloquy to the class.</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 4, RL 6, W1, W 4, W 10, SL 1, L 1b, L 4c</p>	<p><b>Short Story by Naomi Shihab Nye “Allied with Green”</b> <b>(Lexile 900)</b></p>	<p><b>Writing Activity: Argument</b> <b>W 1, W 4, W 10, SL 1</b></p> <p>Look back through “Allied with Green” to take notes on the points Lucy makes in favor of green. Adapt those ideas to develop a three- to four-paragraph argument in support of or against her position.</p>

				<ul style="list-style-type: none"> <li>• Introduce your opinion.</li> <li>• Specify support for your opinion with reasons and examples.</li> <li>• Acknowledge a possible argument from an opponent and refute it.</li> <li>• Conclude with a statement that summarizes your opinion and ties your ideas together.</li> </ul>
		<p>RI 1, RI2, RI 3, RI 4, RI 5, RI 6, W 7, SL 4, L 1a, L 4B, L 6</p>	<p><b>Expository Essay by Douglas Fox “Big Rocks’ Balancing Act” (Lexile 1060)</b></p>	<p><b>Speaking Activity: Summary Presentation W 7, SL 4</b></p> <p>Choose a concept or term about geology from “Big Rock’s Balancing Acts” (for example: earthquake tremors, granite, bedrock, accelerator-mass spectrometer, erosion, Ice Age, or geology itself ). Think of a question related to that term to explore, such as “How many ice ages have taken place on Earth?” Research your topic and present a brief summary of the information you find.</p> <ul style="list-style-type: none"> <li>• Find at least two informational print or online articles on the topic. Make sure these sources are credible and believable.</li> <li>• List the most important ideas you want to present.</li> </ul>



				<ul style="list-style-type: none"> <li>• Begin your summary with an introduction that specifies your topic clearly, establishes your central idea, and hooks listeners into listening further.</li> <li>• Explain the central idea or ideas from your research.</li> </ul>
			<p><b>Close Reader: Informational Text by James Vlahos “The Hidden Southwest: The Arch Hunters” (Lexile 1060)</b></p>	<ul style="list-style-type: none"> <li>• cite several pieces of textual evidence</li> <li>• determine two or more central ideas in a text</li> <li>• analyze the interactions among individuals, events, or ideas in a text</li> <li>• analyze the structure an author uses to organize a text</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 5, RL 6, W2, <b>W10</b>, SL1</p>	<p><b>“Ode to Enchanted Light” poem by Pablo Neruda (Lexile N/A)</b>  <b>“Sleeping in the Forest” poem by Mary Oliver (Lexile N/A)</b></p>	<p><b>Writing Activity: Poem (W 3, W 10):</b></p> <p>Write a four-stanza poem to describe an experience with nature.</p> <ul style="list-style-type: none"> <li>• Base the poem on your own experiences or on an imagined one. Experiment with figurative language.</li> <li>• Consider expressing a theme or message about nature.</li> <li>• As you create your poem, try reading it aloud to help you refine your choices of words or effects.</li> </ul>

			<p><b>Close Reader: Poems by Leslie Marmon Silko, Victor Hernandez Cruz, and Gwendolyn Brooks from <i>Poems About Nature</i></b></p>	<ul style="list-style-type: none"> <li>● cite evidence from the text</li> <li>● determine the meaning of words and phrases, including figurative language</li> <li>● analyze how a poem’s form contributes to its meaning</li> </ul>
		<p><b>RL 10</b></p>	<p><b>Independent Reading Tuck Everlasting by Natalie Babbitt (Lexile 770)</b></p>	<p style="text-align: center;"><b>Novel Study</b></p> <p>Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.</p>
<p><b>Unit 4 Collection 4 Risk and Exploration</b></p>	<p><b>February- March</b></p>	<p>RI 1, RI 4, RI 5, RI 6, RI 7, RI 8, SL 1, SL 3, <b>W 2, W 7, W 8, L 4, L 4a,</b></p>	<p><b>Remarks at the Dedication of the Aerospace Medical Center Speech by John F. Kennedy (Lexile 1380L)</b></p>	<p><b>Writing Activity: Research Report (W2, W7, W8):</b></p> <p>Research a recent or planned space mission for medical research by NASA (National Aeronautics and Space Administration).</p> <ul style="list-style-type: none"> <li>● Identify one mission and write a brief description of its purpose and outcome.</li> </ul>

		L 4c, L 4d		<ul style="list-style-type: none"> <li>● Explain whether or not it is in keeping with Kennedy’s views about space research.</li> <li>● Share your findings with the class.</li> </ul>
			<p><b>Close Reader: Online Essay by Joan Vernikos “Why Exploring the Ocean is Mankind’s Next Giant Leap” (Lexile 1130)</b></p>	<ul style="list-style-type: none"> <li>● cite several pieces of textual evidence</li> <li>● determine central ideas in a text</li> <li>● trace and evaluate an argument</li> <li>● assess an author’s claims and reasoning</li> </ul>
		<p>RI 1, RI 2, RI 4, RI 5, RI 6, RI 8, <b>W 7, W 8, SL 1, SL 3, SL 4, L 1a, L4b, L 6</b></p>	<p><b>Why Exploring the Ocean is Mankind’s Next Giant Leap (Commentary by Philippe Cousteau (Lexile 1360L)</b></p>	<p><b>Speaking Activity: Informal Debate (W7, W8, SL 1, SL 4):</b></p> <p>Philippe Cousteau begins by mentioning the 1960 exploration of the Mariana Trench. Would further exploration of this deep-sea region be worthwhile? Divide your group into two teams to informally debate that question.</p>

		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, <b>W 1,</b> <b>W 4, W 8,</b> <b>W 10,</b> L 1a, L 4a, L 4b, L 4c, L 6</p>	<p><b>Living in the Dark Science Article by Cheryl Bardoe (Lexile 1200)</b></p>	<p><b>Writing Activity: Persuasive Essay (W1, W4, W8, W10):</b></p> <p>Think about Santiago Herrera’s statement at the end of the excerpt from “Living in the Dark.” Why does he have that opinion? Why might someone else have a different opinion? Do you agree with Herrera’s statement? Use your answers to those questions to write a one-to-three paragraph persuasive essay.</p>
			<p><b>Science Article by Elisabeth Rosenthal “Stinging Tentacles Offer Hint to Oceans’ Decline” (Lexile 1370)</b></p>	<p><b>Writing Activity: Research Report (W 2, W 7, W 8)</b></p> <p>Research a recent or planned space mission for medical research by NASA (National Aeronautics and Space Administration).</p> <ul style="list-style-type: none"> <li>• Identify one mission and write a brief description of its purpose and outcome.</li> <li>• Explain whether or not it is in keeping with Kennedy’s views about space research.</li> <li>• Share your findings with the class.</li> </ul>

		<p>RL 1, RL 2, RL 4, W 2, W 9a</p>	<p><b>Your World Poem by Georgia Douglas Johnson (Lexile N/A)</b></p>	<p><b>Writing Activity: Analysis (W2, W9a):</b></p> <p>Think about the extended metaphor in this poem. Write at least one paragraph analyzing the extended metaphor. These questions may help you organize your thoughts and writing:</p> <ul style="list-style-type: none"> <li>● What words and phrases show the comparison throughout the poem?</li> <li>● Why might the poet have chosen this comparison?</li> <li>● What feelings are suggested by the comparison?</li> </ul>
				<p><b>Unit Assessment(s):</b></p> <p><b>Speaking Activity: Persuasive Speech (W1a-e, W4, W5, W7, W8, SL4, SL5, SL6):</b></p> <p>Persuasive speeches such as John F. Kennedy’s “Remarks at the Dedication of the Aerospace Medical Health Center” can inspire listeners to rise to great challenges. In the following activity, you will draw from Kennedy’s speech and other texts in the collection to prepare and give a persuasive speech. You will try to</p>

				<p>persuade others whether major exploration is worth the risk.</p> <p><b>Collection 4 Test</b></p>
		<b>RL 10</b>	<b>Independent Reading Free Choice</b>	<p style="text-align: center;"><b>Novel Study</b></p> <p>Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.</p>
<p style="text-align: center;"><b>Unit 5 Collection 5 The Stuff of Consumer Culture</b></p>	<p style="text-align: center;"><b>March-April</b></p>	<p>RI 1, RI 2, RI 3, RI 4, RI 5, <b>W 1b, W 6,</b> L 3a, L 4a, L 6</p>	<p style="text-align: center;"><b>from Life at Home in the Twenty-First Century Informational Text by Jeanee (Lexile 1640L)</b></p>	<p><b>Writing Activity: Essay (W 1b, W 7):</b> You’ve just read that a number of different types of televisions have been available through the years. Find out a new development in TV technology and write about it in a brief informational essay.</p> <ul style="list-style-type: none"> <li>● Use digital or print sources about the consumer electronics to research your topic.</li> <li>● Take notes as you try to answer questions like: Who invented this technology and when? How does it work? How could it change how people watch T.V.s? Why would consumers want to purchase it?</li> </ul>

				<ul style="list-style-type: none"> <li>• Use your notes to create an outline of your ideas.</li> <li>• Share your completed essay with a partner or group that has written about other new features of TVs. Discuss the different features and consumers' attitudes toward them.</li> </ul>
			<p><b>Close Reader: Essay by Andres Padilla-Lopez "Teenager and New Technology" (Lexile 1640)</b></p>	<ul style="list-style-type: none"> <li>• cite multiple pieces of text evidence</li> <li>• determine central ideas in a text</li> <li>• determine the meaning of words</li> <li>• analyze the structure used to organize a text</li> <li>• determine an author's point of view</li> </ul>
		<p>RI 1, RI 2, RI 4, RI 5, RI 8, SL 1, L 1a, L 4d, L 5b, L 6</p>	<p><b>Informational Text by Thomas Hine "Always Wanting More" from <i>I Want That</i> (Lexile 1240)</b></p>	<p><b>Speaking Activity: Discussion RI 8, SL 1</b> In small groups, prepare for a class discussion about the claims, or positions, that Thomas Hine shares about our consumer culture.</p> <ul style="list-style-type: none"> <li>• First, identify a list of the claims.</li> <li>• Consider the following questions: How well does the author support his claims? Are there any I would challenge? How does my own experience as a consumer connect to these claims?</li> <li>• With your other group members, discuss responses to the questions</li> </ul>

				<ul style="list-style-type: none"> <li>• Participants who disagree with Hine’s ideas can present their own views. Be sure to support points with evidence.</li> <li>• For the class discussion, each small group might choose a reporter to present your responses to the</li> </ul>
			<p><b>Close Reader: Essay by Lourdes Barranco “Labels and Illusions”</b></p>	<ul style="list-style-type: none"> <li>• cite multiple pieces of textual evidence</li> <li>• make inferences</li> <li>• determine the central idea of a text</li> <li>• determine the meanings of words and phrases as they are used in the text</li> <li>• analyze the impact of a specific word choice on meaning and tone</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 5, <b>W 2, W 4, W 10</b></p>	<p><b>Dump Poem by X.J. Kennedy (Lexile N/A) How Things Work Poem by Gary Soto (Lexile N/A)</b></p>	<p><b>Writing Activity: Analysis (W2, W4, W10):</b> Write a 1 page analysis of the poems “Dump” and “How things Work.” In the views and experiences of consuming expressed in each poem.</p> <ul style="list-style-type: none"> <li>• Complete the graphic organizer from the Compare Forms in Poetry section. Use the completed chart to organize your ideas.</li> <li>• Include words and lines from the poems to support key points and ideas in your analysis.</li> <li>• Organize your analysis clearly, using a compare-contrast structure.</li> </ul>



				<ul style="list-style-type: none"> <li>Sum up each speaker’s central idea, or theme, and the tone, or attitude toward the subject.</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 4, <b>W 3, W 4, W 10</b>, L 2b, L 4d, L 6</p>	<p><b>Earth (A Gift Shop) Short Story by Charles Yu (Lexile 1010)</b></p>	<p><b>Writing Activity: Short Story (W 3, W 4, W 10):</b></p> <p>In the science fiction world of “Earth (A Gift Shop),” humans no longer live on Earth. What would it be like to vacation in that world? How and why might someone have had to escape Earth to find a home on another planet? Pick a part to expand into a short story of your own.</p> <ul style="list-style-type: none"> <li>Create an outline of your story, including the narrator, characters, setting, and plot events with a conflict and resolution.</li> <li>List the gadgets or technologies that the characters will encounter.</li> <li>Include a theme that leaves readers with a message about technology.</li> <li>Use your plan to draft and then revise a 2-3 page short paper.</li> </ul>
			<p><b>Close Reader: Short Story by Shinichi Hoshi “He-y Come on Ou-t”</b></p>	<ul style="list-style-type: none"> <li>cite textual evidence</li> <li>determine a theme or central idea in a text</li> <li>analyze how particular elements of a story interact</li> </ul>

			<b>(Lexile 860)</b>	<ul style="list-style-type: none"> <li>determine the meanings of words and phrases as they are used in text</li> </ul>
				<p align="center"><b>Unit Assessment(s):</b></p> <p><b>Speaking Activity: Multimedia Presentation (W2a-f, W 4, W 5, W 6, W 7, W 8, W 10, SL4, SL5, SL6):</b></p> <p>This collection focuses on the proliferation of consumerism and how it has affected American culture and our environment. In this activity, you will research a topic related to consumerism. You will draw from Life at Home in the Twenty-First Century, other texts in the collection, and your research findings to write an informative essay about the topic you chose. Then you will prepare and give a multimedia presentation on that topic.</p> <p><b>Collection 5 Test</b></p>
		<b>RL 10</b>	<b>Independent Reading</b>	<b>Novel Study</b>

			<p><b>Bud, Not Buddy by Christopher Paul Curtis (Lexile 950)</b></p>	<p>Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.</p>
<p><b>Unit 6 Collection 6 Guided by a Cause</b></p>	<p><b>May-June</b></p>	<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 9, W1b, W 6, SL 4, SL 6, L2, L4b, L4d</p>	<p>from <i>Flesh &amp; Blood So Cheap: The Triangle Fire and Its Legacy</i> History Writing by Albert Marrin (Lexile 900L)</p> <p>from <i>The Story of the Triangle Factory Fire</i> History Writing by Zachary Kent (Lexile 1110)</p>	<p><b>Speaking Activity: Oral Presentation (W2, W6, SL4, SL6):</b></p> <p>The Triangle Factory Fire raised issues about inadequate workplace safety, labor rights, and factory jobs. Despite great progress in improving working conditions since 1911, these issues are still in the news. Make an oral presentation about a current event that shares features with the Triangle Factory Fire.</p> <ul style="list-style-type: none"> <li>● Use online and print resources to learn about a recent event.</li> <li>● Use several sources and get varied viewpoints and interpretations of the event.</li> <li>● Prepare a talk to tell about the event, the people, and the issues.</li> <li>● End your talk by telling how this event is similar to and</li> </ul>

			<p><b>Close Reader: History Writing by Lynne Olsen “The Most Daring of Our Leaders” (Lexile 1190)</b></p> <p><b>Speech by John Lewis “Speech to the Democratic National Convention” (Lexile 890)</b></p>	<ul style="list-style-type: none"> <li>• cite multiple pieces of text evidence</li> <li>• determine central ideas in a text</li> <li>• analyze interactions between individuals, events, and ideas</li> <li>• determine the meaning of words</li> <li>• analyze the structure of a text</li> <li>• determine an author’s purpose</li> <li>• analyze how two authors write about history</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 6, RL 9, <b>W3, W4, W5, W9, W10,</b> L1a, L5, L5b</p>	<p><b>from Uprising Historical Novel by Margaret Peterson Haddix (Lexile 800L)</b></p>	<p><b>Writing Activity: New Chapter (W3, W4, W5, W9, W10):</b></p> <p>Suppose that a short chapter follows the three that you have read. In this chapter, the point of view remains third-person limited, but events</p>

				<p>are seen through the eyes of a different character. Write that new chapter.</p> <ul style="list-style-type: none"> <li>● Choose a character already introduced such as Jacob or Harriet.</li> <li>● Read closely to learn about the character's likely goals, experiences, and other interactions with other characters.</li> <li>● Read the nonfiction excerpts about the Triangle Fire to gather more factual details.</li> <li>● Write a draft of your chapter.</li> <li>● Read it aloud to a partner, and make revisions based on your listener's suggestions.</li> </ul>
			<p><b>Close Reader Short Story by ZZ Packer from "Doris is Leaving" (Lexile 880)</b></p>	<ul style="list-style-type: none"> <li>● cite textual evidence</li> <li>● analyze how particular elements of a story interact</li> <li>● compare and contrast a fictional portrayal and a historical account of the same period</li> </ul>
		<p><b>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8, W1, W4, W9b,</b></p>	<p><b>Craig Kielburger Reflects on Working Toward Peace</b></p>	<p><b>Writing Activity: Critique (RI 1, RI 8, W1, W4, W9b, W10):</b></p> <p>Has this essay persuaded you that global poverty can be ended? Why or why not? Write a</p>

		<p><b>W10, L1c, L4c, L6</b></p>	<p><b>Personal Essay by Craig Kielburger (Lexile 1080L)</b></p>	<p>two to three paragraph essay offering your opinion of Craig Kielburger’s essay.</p> <ul style="list-style-type: none"> <li>● Consider questions such as, <i>Does Kielburger do enough to convince you? Does his choice of evidence effectively support his point of view? If not, why is it inadequate and what additional evidence might he have included?</i></li> <li>● Take notes on the evidence that Kielburger uses to support his claim about ending poverty.</li> <li>● In your essay, be sure to include an interesting introduction that clearly states your claim.</li> <li>● Use the evidence you found in the text to support your claim.</li> <li>● Use the evidence you found in the text to support your claim.</li> <li>● Include a conclusion that summarizes your opinion.</li> </ul>
			<p><b>Close Reader: Online Article by David Karas “Difference Maker: John</b></p>	<ul style="list-style-type: none"> <li>● cite multiple pieces of text evidence</li> <li>● determine central ideas in a text</li> <li>● analyze individuals, events, and ideas</li> <li>● determine the meaning of words</li> </ul>

			<b>Bergman and Popcorn Park” (Lexile 1130)</b>	<ul style="list-style-type: none"> <li>• determine an author’s purpose or point of view</li> </ul>
		<b>RI 6, RI 7, SL 2, SL 3, SL 4, SL 5</b>	<b>Documentary directed by Judy Jackson “It Takes a Child”</b>	<p><b>Media Activity: Photo Documentary SL 4, SL 5</b></p> <p>What does it take to be committed to a cause despite great obstacles? Let people know about a person in your school or community who works on an important social cause. Create a photo documentary to tell that person’s story.</p> <ul style="list-style-type: none"> <li>• Take photos of the person involved in his or her work, or use photos that already exist.</li> <li>• Choose some of the documentary features you learned about to help you create your documentary.</li> <li>• Interview your subject and include quotations in your documentary or record a soundtrack of the interview with music.</li> <li>• Present your documentary to a group of classmates. Then discuss their reactions to it.</li> </ul>
		<b>RL 1, RI 2, RL 4, RL 5, W 3, W 4,</b>	<b>A Poem for My Librarian, Mrs. Long Poem by</b>	<p><b>Writing Activity: Poem (W3, W4, W10):</b></p> <p>Mrs. Long acted generously to a child, and that child never forgot it. Think back to an</p>

		<p><b>W10, L1a, L1c</b></p>	<p><b>Nikki Giovanni (Lexile N/A)</b></p>	<p>experience or a connection with someone who acted generously to you. Free-write about your memory-noting phrases, sentences, quotations, and anything else that comes to mind. Use your written ideas to write a poem in free verse form. Look back at the poem you’ve just read for ideas about how to:</p> <ul style="list-style-type: none"> <li>● convey the sights, sounds, and smells, you remember</li> <li>● portray the person you remember</li> <li>● tell about your feelings then and now</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 4, RL 6, W 1, W 4, W 9a, W 10, L 1c, L 4c, L 6</p>	<p><b>Short Story by D’Arcy McNickle “Train Time” (Lexile 670)</b></p>	<p><b>Writing Activity: Character Analysis</b> <b>RL 1, RL 3, RL 6, W 1, W 4, W 9a, W 10</b> In “Train Time,” the Major does not think he is doing anything wrong—or does he? Write two or three paragraphs to describe the character of the Major.</p> <ul style="list-style-type: none"> <li>● Answer these questions to help organize your ideas: What does the Major value? What actions does he take? How does the Major seem to feel about Reservation Indians?</li> <li>● Include quotations from the story to support your ideas about the Major.</li> <li>● Discuss the different ways the author reveals the Major’s character traits.</li> </ul>



				<p><b>Unit Assessment(s):</b></p> <p><b>Writing Activity: Write an Expository Essay (W2a-f, W4, W5, W6, W7, W8, W10):</b></p> <p>This collection focuses on important social causes and how people champion those causes. In the selections about the Triangle Factory Fire, you learned how a great tragedy led to public outcry for the causes of workplace safety and fair working conditions. In this activity, you will do additional research about a topic or person related to this fire. You will draw from the texts in the collection and your research findings to write an expository essay about the topic or person you chose.</p> <p><b>Collection 6 Test</b></p>

Argument Writing Rubric  
Grade 7

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the claim(s) (8W1a)</li> <li>▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a)</li> <li>▪ organizes reasons and evidence logically (8W1a)</li> <li>▪ uses words, phrases, and/or clause to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c)</li> <li>▪ provides a concluding statement or section that follows from and supports the argument presented (8W1e)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• introduces the claim(s) (7W1a)</li> <li>• acknowledges alternate or opposing claims (7W1a)</li> <li>• organizes reasons and evidence logically (7W1a)</li> <li>• uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence (7W1c)</li> <li>• provides a concluding statement or section that follows from and supports the argument presented(7W1e)</li> <li>• produces clear and coherent writing appropriate to task, purpose, and audience (7W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to introduce the claim(s)</li> <li>▪ attempts to acknowledge alternate or opposing claims</li> <li>▪ attempts to organize reasons and evidence logically</li> <li>• attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>• attempts to provide a concluding statement or section that follows from and supports the argument presented</li> <li>• attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to introduce the claim(s)</li> <li>▪ makes little or no attempt to acknowledge alternate or opposing claims</li> <li>▪ makes little or no attempt to organize reasons and evidence logically</li> <li>• makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>• makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented</li> <li>• makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	Organization/Purpose 2 x
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b)</li> <li>▪ skillfully uses accurate, credible resources (8W1b)</li> <li>▪ skillfully uses relevant information from multiple print and digital sources (8W8)</li> <li>▪ skillfully quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ supports claim(s) with logical reasoning and relevant evidence (7W1b)</li> <li>• uses accurate, credible sources (7W1b)</li> <li>▪ uses relevant information from multiple print and digital sources (7W8)</li> <li>▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8)</li> <li>▪ follows a standard format for citation, when appropriate (7W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to support a claim with logical reasoning and relevant evidence</li> <li>• attempts to use accurate, credible sources</li> <li>• attempts to makes use of relevant information from multiple print and digital sources</li> <li>• attempts to quote or paraphrase the data and conclusions while avoiding plagiarism</li> <li>• attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to support a claim with logical reasoning and relevant evidence</li> <li>▪ makes little or no attempt to use accurate and credible resources</li> <li>▪ makes little or no attempt to use relevant information from multiple print and digital sources</li> <li>▪ makes little or no attempt to quote or paraphrase the data and conclusions while avoiding plagiarism</li> <li>▪ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	Evidence/Elaboration 2 x
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style (8W1d)</li> <li>▪ employs language and tone appropriate to purpose and audience (L3)*</li> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)*</li> <li>▪ has errors that do not interfere with understanding (8L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style (7W1d)</li> <li>▪ employs language and tone appropriate to purpose and audience (L3)*</li> <li>▪ demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (7L1-2)*</li> <li>▪ has errors that do not interfere with understanding (7L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to establish and maintain a formal style</li> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to establish and maintain a formal style</li> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	Language/Conventions 1 x

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

### CONVENTIONS CHART Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly. (7W2b)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Uses a comma to separate coordinate adjectives (<i>e.g., It was a fascinating, enjoyable movie</i> but not, <i>He wore an old, green shirt.</i>) (7L2a)</li> </ul> <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (<i>e.g., appositives, explanatory phrases/ clauses such as <b>Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her</b></i>)</p>	<p>Phrases:</p> <ul style="list-style-type: none"> <li>Avoids misplaced or dangling modifiers (7L1c)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person* (previous grade L1c)</li> <li>Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense.* (previous grade L1d)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade 1e)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade L1)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)</li> </ul>

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

### Narrative Writing Rubric Grade 7

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully engages and orients the reader by establishing a context and point of view (8W3a)</li> <li>▪ skillfully introduces a narrator and/or characters (8W3a)</li> <li>▪ skillfully organizes an event sequence that unfolds naturally and logically (8W3a)</li> <li>▪ uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events (8W3c)</li> <li>▪ skillfully provides a conclusion that follows from the narrated experiences or events (8W3e)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• engages and orients the reader by establishing a context and point of view (7W3a)</li> <li>• introduces a narrator and/or characters (7W3a)</li> <li>• organizes an event sequence that unfolds naturally and logically (7W3a)</li> <li>• uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (7W3c)</li> <li>• provides a conclusion that follows from and reflects on the narrated experiences or events (7W3e)</li> <li>• produces clear and coherent writing appropriate to task, purpose, and audience (7W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to engage and orient the reader by establishing a context and point of view</li> <li>• attempts to introduce a narrator and/or characters</li> <li>• attempts to organize an event sequence that unfolds naturally and logically</li> <li>• attempts to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>• attempts to provide a conclusion that follows from and reflects on the narrated experiences or events</li> <li>• attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to engage and orient the reader by establishing a context and point of view</li> <li>• makes little or no attempt to introduce a narrator and/or characters</li> <li>• makes little or no attempt to organize an event sequence that unfolds naturally and logically</li> <li>• makes little or no attempt to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>• makes little or no attempt to provide a conclusion that follows from and reflects on the narrated experiences or events</li> <li>• makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/Purpose 2 X =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b)</li> <li>▪ skillfully uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d)</li> <li>▪ skillfully uses relevant information from multiple print and digital sources, when appropriate (8W8)</li> <li>▪ skillfully quotes or paraphrases while avoiding plagiarism (8W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (7W3b)</li> <li>• uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (7W3d)</li> <li>• uses relevant information from multiple print and digital sources, when appropriate (7W8)</li> <li>• skillfully quotes or paraphrases while avoiding plagiarism (7W8)</li> <li>• follows a standard format for citation, when appropriate (7W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</li> <li>• attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>▪ attempts to quote or paraphrase while avoiding plagiarism</li> <li>• attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</li> <li>• makes little or no attempt to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism</li> <li>• makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p>Evidence/Elaboration 2 X =</p>

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully maintains consistency in style and tone (L3)*</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)*</li> <li>has errors that do not interfere with understanding (8L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>maintains a consistent style and tone (L3)*</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7L1-2)*</li> <li>has errors that do not interfere with understanding (7L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to maintain a consistent style and tone</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little to no attempt to maintain a consistent style and tone</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	Language/Conventions 1 X _____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 3

**CONVENTIONS CHART  
Grade 7**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly (7W2b)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not, <i>He wore an old, green shirt.</i>) (7L2a)</li> </ul> <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as <i>Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p>Phrases:</p> <ul style="list-style-type: none"> <li>Avoids misplaced or dangling modifiers (7L1c)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person* (previous grade L1c)</li> <li>Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense* (previous grade L1d)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade 1e)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade L1)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)</p>

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Collection 1- Bold Actions Unit Planning

### **Performance Task Unpacked: Option A- Write a short story W 3a-e, W 4, W 5, W 10**

**Write a Fictional Narrative with a main character who boldly attempts to overcome a tremendous challenge.**

1. Write a fictional narrative
2. Include elements of plot
3. Include character that takes bold action in an overwhelming challenge

### **Skills necessary for Performance Task: Option A**

1. introduces and develops characters and a setting
2. contains a plot with a well-structured and logical sequence
3. establishes, develops, and resolves a conflict
4. uses dialogue, pacing, and relevant descriptive details
5. utilizes transitions to convey sequence
6. provides a conclusion that reflects a message about life

### **Performance Task Unpacked: Option B- Present an Oral Commentary W 1a-e, W 8, W 9, W 10, SL 4, SL 5, SL 6, L 3**

This collection depicts the bold actions of daring individuals.

1. The myth “The Flight of Icarus” presents a clear message about the risks and rewards of taking those actions.
2. In the following activity, you will draw from “The Flight of Icarus” and other texts in the collection
3. to prepare and present an argument,
4. either for taking bold actions or for avoiding them

### **Skills necessary for Performance Task: Option A**

1. provides an introduction that clearly states your claim—the point your argument is making
2. includes quotations or examples from the texts to support or illustrate central ideas
3. uses good eye contact, volume, and pronunciation
4. includes visuals to emphasize salient points
5. concludes by restating the claim

# Collection 1- Bold Actions Unit Planning

<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1. Rogue Wave: Short Story -L980</li> <li>2. Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life: Online news article L1110             <ol style="list-style-type: none"> <li>a. Ships of Fools: Editorial L1120</li> <li>b. Was Abby Too Young to Sail? :TV News Interview</li> </ol> </li> <li>3. The Flight of Icarus: Greek Myth Retold L1110</li> <li>4. Icarus Flight: Poem</li> <li>5. Woman in Aviation: Informational Text L1150</li> <li>6. Close Reading             <ol style="list-style-type: none"> <li>a. Big Things Come in Small Packages : Short Story</li> <li>b. Finding Your Everest: Essay L1160</li> <li>c. Arachne: Greek Myth L1250</li> </ol> </li> </ol> <p><b>Independent Reading:</b></p> <ul style="list-style-type: none"> <li>● The Charge of the Light Brigade             <ul style="list-style-type: none"> <li>○ Alfred, Lord Tennyson</li> </ul> </li> <li>● Icarus and Daedalus L1180             <ul style="list-style-type: none"> <li>○ Retold by Josephine Preston Peabody</li> </ul> </li> </ul>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1. Identify, analyze and make inference about the elements of plot in short story.</li> <li>2. Analyze and compare news stories about the same event from various sources</li> <li>3. Analyze the elements of a myth and to determine two or more themes.</li> <li>4. Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem.</li> <li>5. Identify, analyze and draw conclusions about an author’s purpose for writing informational texts.</li> </ol>
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● Sentence structure</li> <li>● commas and coordinate adjectives</li> <li>● subordinate clauses</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● Latin roots</li> <li>● noun suffixes -ty and -ity</li> <li>● Connotations and denotations</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ul style="list-style-type: none"> <li>● plot and Suspense</li> <li>● reasons For/Against/claims and reasons</li> <li>● analyze language: description</li> <li>● rhythm in poetry</li> <li>● author’s purpose</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>● discuss themes</li> <li>● Trace and evaluate argument</li> <li>● analyze a myth</li> <li>● determine fact or opinion</li> </ul>



## Collection 1- Bold Actions Unit Planning

- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question:

What does it mean to face challenges fearlessly , even if it means failing in the attempt?

# Collection \_\_\_\_\_ 3 \_\_\_ Unit Planning

Grade 7

Unit Plan

Nature at Work

Collection 3

## Performance Task Unpacked: Option A

### Write a Personal Narrative W 3a-e, W 4, W 5, W 10

In this collection, you read about the strong and emotional connections that people have with different elements of nature.

1. In particular, consider the experience that Eddy Harris recounts in the excerpt from his memoir, *Mississippi Solo*.
2. Then think about your own interactions with nature.
3. Write a personal narrative about a natural setting that is meaningful to you.

## Skills necessary for Performance Task: Option A

- begins with a captivating lead that clearly establishes the situation
- contains a well-structured event sequence that unfolds naturally and logically
- uses descriptive details that offer insight on significant events and feelings
- creates vivid images in the reader’s mind through the use of sensory language
- provides a conclusion that follows from and reflects on the narrated experiences and events

## Performance Task Unpacked: Option B

### Write a Poetry Analysis W 2a–f, W 4, W 5, W 6, W 9a, W 10, SL 4

“Ode to enchanted light” and “Sleeping in the Forest” are lyric poems that convey an appreciation of nature.

In this activity,

1. you will analyze each poet’s style by comparing and contrasting elements such as form, structure, and use of figurative language.

## Skills necessary for Performance Task: Option B

- begins with clear thesis statement
- uses an effective organizational structure and transitions
- analyzes ideas and elements of the text and provides supporting textual evidence
- clearly explains how the poets use figurative language
- provides a conclusion that summarizes main points

## Texts to be used in Collections:

1. *Mississippi Solo: Memoir L830*
2. *The Tempest: Soliloquy*
3. *Allied with Green: Short Story L900*
4. *Big Rocks’ Balancing Act: Expository Essay L1060*
5. *Ode to Enchanted Light: poem*  
*Sleeping in the Forest*
6. *Close Readers:*
  - a. *Polar Dream: Memoir L1070*
  - b. *The Hidden Southwest: The Arch*

## Key Learning Objective

1. Identify features of a memoir and analyze the author's style.
2. Identify elements of Shakespearean language interpret meaning and analyze a soliloquy.
3. Determine the theme of a short story and to analyze word choice and style.
4. Analyze elements of an expository essay and its structure
5. Analyze poetic form and learn how poets use figurative language to express feelings and ideas

## Collection \_\_\_\_\_ 3 \_\_\_\_\_ Unit Planning

<p style="text-align: center;">Hunters: Informational Text <i>L1060</i> c. Poems about Nature: Poems</p> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>● <b>Sea Fever</b> <ul style="list-style-type: none"> <li>○ John Masefield</li> </ul> </li> <li>● <b>Is the Moon Tired?</b> <ul style="list-style-type: none"> <li>○ Christina Rossetti</li> </ul> </li> <li>● <b>On the Grasshopper and Cricket</b> <ul style="list-style-type: none"> <li>○ John Keats</li> </ul> </li> <li>● <b>The Lake</b> <ul style="list-style-type: none"> <li>○ Edgar Allan Poe</li> </ul> </li> <li>● <b>I Wandered Lonely as a Cloud</b> <ul style="list-style-type: none"> <li>○ William Wordsworth</li> </ul> </li> <li>● <b>The First Snowfall</b> <ul style="list-style-type: none"> <li>○ James Russell Lowell</li> </ul> </li> </ul>	
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● precise language</li> <li>● sentence structure</li> <li>● prepositional phrases</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● figures of speech</li> <li>● using a glossary</li> <li>● latin roots</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>● -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>● -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>● - Preview vocabulary/Remind students they will encounter the vocabulary</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ul style="list-style-type: none"> <li>● Characterization:Spider Map</li> <li>● Determine meaning of words and phrases</li> <li>● Figurative Language</li> <li>● Summarize” What is this section mostly about?”</li> <li>● Analyze Form</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>● Analyze Form</li> <li>● Analyze point of view</li> <li>● Analyze media</li> <li>● Theme/central ideas</li> </ul>

## Collection \_\_\_\_\_ 3 \_\_\_\_\_ Unit Planning

through the unit.

- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question: What is the beauty, power and mystery of nature?

# Collection   5   Unit Planning

**Unit Plan: 7th Grade**

**The Stuff of Consumer Culture**

**Collection 5**

**Performance Task Upacked: Create a Multimedia Presentation**

This collection focuses on the proliferation of consumerism and how it has affected American culture and our environment.

1. In this activity, you will research a topic related to consumerism.
2. You will draw from *Life at Home in the Twenty-First Century*, other texts in the collection, and your research findings to write an informative essay about the topic you chose.
3. Then you will prepare and give a multimedia presentation on that topic.

**Skills necessary for Performance Task:**

1. uses technology to share information through text, graphics, video, music, and/or sound
2. organizes ideas logically in a way that is interesting and appropriate to purpose and audience
3. presents findings in a focused manner, with relevant facts, definitions, and examples
4. emphasizes salient points from a variety of sources and media
5. concludes with a section that summarizes the findings presented

**Texts to be used in Collections:**

1. *Life at Home in the Twenty - First Century: Informational Text L1640*
2. *Always Wanting More: Informational Text L1240*
3. *Dump: Poem*  
*How Things Work: Poem*
4. *Earth ( A Gift Shop)*
5. *Close Reader:*
  - a. *Teenagers and New Technology: Essay L1040*
  - b. *Labels and Illusions: Essay L 1030*
  - c. *He-y Come on Ou-t!: Short Story L860*

**Independent Reading**

- **The World is Too Much with Us**
  - William Wordsworth

**Key Learning Objective**

1. Identify Cause- and Effect patterns of organization in an informational text and draw conclusions from text and graphs
2. Identify features of an author’s style and make inference using textual details and their own knowledge
3. analyze a poem’s form and identify theme and irony
4. Identify elements of science fiction and analyze a story to determine its theme.

**Language and Style**

- eliminate redundancy
- noun clauses
- spelling

**Vocabulary Strategy**

- domain-specific words
- synonyms and antonyms
- verifying meaning

**Instructional Support**

**Differentiated Instruction**

## Collection \_\_\_5\_\_\_ Unit Planning

- -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- -Paraphrase/reword large paragraphs from the texts in order to support comprehension.
- -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

### **Reteach**

- conclusions and statistics
- determine meaning
- Analyze structure and form
- Informal Debate

### **Extend**

- Group Discussion: TV's impact of family
- Determine central ideas and details
- analyze setting

Collection Essential Question: With our Consumer Culture, How much is enough?

# Collection   5   Unit Planning

**Unit Plan: 7th Grade**

**Blinded by a Cause**

**Collection 6**

## **Performance Task Unpacked: Option A      Write an Informative Essay**

This collection focuses on important social causes. In the selections about the Triangle Factory Fire, you learned how a great tragedy led to public outcry to improve workplace conditions.

1. In this activity, you will do additional research about a topic or person related to this fire.
2. You will draw from the texts in the collection and your research findings to
3. write an informative essay.

## **Skills necessary for Performance Task: Option A**

- clearly states the topic in a strong thesis statement
- organizes ideas and concepts logically
- supports central ideas with details from credible sources
- uses appropriate transitions to link ideas
- establishes and maintains a formal style
- provides a conclusion that follows from and supports the information presented

## **Performance Task Unpacked: Option B      Participate in a Panel Discussion**

In this collection, you read about problems in the world that inspire people to take action to solve those problems.

1. In this activity, you will draw from the selections you read to take part in a panel discussion about what commitment to a cause can mean.

## **Skills necessary for Performance Task: Option B**

- makes a clear, logical generalization about the value of committing to a cause
- uses quotations and specific examples to illustrate ideas
- responds politely to the moderator and other group members
- evaluates other group members' contributions
- summarizes the discussion by synthesizing ideas

## **Texts to be used in Collections:**

1. *Flesh & Blood So Cheap: The Triangle Factory Fire and Its Legacy* - History writing *L 900*  
*The Story of the Triangle Factory Fire: History writing L 1110*
2. *Uprising: Excerpt from Historical Novel L800*
3. *Craig Kielburger Reflects of Working Toward Peace: Personal Essay L 1080*
4. *It Takes a Child : Documentary*

## **Key Learning Objective**

1. Determine central ideas and details, analyze chronological order, and analyze authors' writings on the same topic
2. Analyze points of view in a text and compare and contrast different genres
3. Identify and analyze elements of a personal essay determine an author's point of view.
4. Analyze the purpose of a documentary and

## Collection   5   Unit Planning

<p>5. A Poem for My Librarian: Poem          6. Train Time: Short Story <i>L670</i>          7. Close Reader</p> <ol style="list-style-type: none"> <li>a. The Most Daring of Our Leaders: History Writing <i>L1190</i></li> <li>b. Speech to the Democratic National Convention: Speech <i>L890</i></li> <li>c. Doris is Coming: Short Story <i>L880</i></li> <li>d. Difference Maker: John Bergman and Popcorn Park: Online Article <i>L1130</i></li> </ol> <p><b>Independent Reading:</b></p> <ul style="list-style-type: none"> <li>● Letter to the President General of the Daughters of the American Revolution             <ul style="list-style-type: none"> <li>○ Eleanor Roosevelt</li> </ul> </li> </ul>	<p>understand the feature used in it</p> <ol style="list-style-type: none"> <li>5. Analyse a poet’s style and determine a theme</li> <li>6. Analyze methods of characterization and flashback in a short story</li> </ol>
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● capitalization</li> <li>● phrases</li> <li>● dangling modifiers</li> <li>● combining sentences with phrases</li> <li>● misplaced modifiers</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● latin roots</li> <li>● analogies</li> <li>● multiple meanings</li> <li>● using a dictionary</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>● -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>● -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>● - Preview vocabulary/Remind students</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ul style="list-style-type: none"> <li>● Restate main ideas</li> <li>● track causes and effects, obstacles in plot</li> <li>● track elements of personal essay</li> <li>● language support</li> <li>● determine meaning style</li> <li>● characterization</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>● Primary and secondary sources</li> <li>● discuss the role of women</li> <li>● elements of an argument</li> <li>● camera shots and shot selection</li> <li>● determining the meaning of words and phrases</li> <li>● character’s point of view</li> </ul>



## Collection \_\_\_5\_\_\_ Unit Planning

they will encounter the vocabulary through the unit.

- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

**Collection Essential Question:** What inspires people to take action to improve their world?

# Collection \_\_\_\_\_ 3 \_\_\_\_\_ Unit Planning

**Grade 7      Unit Plan                      Risk and Exploration                      Collection 4**

**Performance Task Unpacked:**

**Present an Argument W 1a–e, W 4, W 5, W 7, W 8, SL 4, SL 5, SL 6**

Persuasive speeches such as John F. Kennedy’s “Remarks at the Dedication of the Aerospace Medical Health Center” can have powerful effects.

1. In the following activity, you will draw from Kennedy’s speech and other texts to prepare and present an argument.
2. You will try to persuade others whether major exploration is worth the risk.

**Skills necessary for Performance Task**

- contains an engaging introduction that establishes the claim
- supports key points with reasoning and relevant evidence pulled from a variety of solid, credible sources
- uses language that effectively conveys ideas and adds interest
- concludes by forcefully summing up the claim

**Texts to be used in Collections:**

1. Remarks at the Dedication of the Aerospace Medical Health Center: Speech *L1380*
2. Why Exploring the Ocean is Mankind’s Next Giant Leap: Commentary *L1360*
3. Living in the Dark: Science Article *L1200*
4. Your World: Poem
5. Close Readers:
  - a. Is Space Exploration Worth the Cost: Online Essay *L1130*
  - b. Stinging Tentacles Offer Hint to Oceans’ Decline: Science Article *L1370*

**Independent Reading**

- **From Gulliver’s Travels** *L 1330*
  - Jonathan Swift

**Key Learning Objective**

1. Trace and evaluate an argument.
2. Identify tone and evaluate the reasoning used to support a claim.
3. Analyze the structure of the informational text and paraphrase central ideas and details.
4. Identify and analyze how imagery and extended metaphor can express a particular message or idea

**Language and Style**

- Capitalization
- Adjective Clauses
- Verbal Phrases

**Vocabulary Strategy**

- Using context clues
- Prefixes
- greek roots

**Instructional Support**

**Differentiated Instruction**

## Collection \_\_\_\_\_ 3 \_\_\_\_\_ Unit Planning

- -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- -Paraphrase/reword large paragraphs from the texts in order to support comprehension.
- -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

### **Reteach**

- Analyze language
- trace an argument
- Track causes and effects
- Determine meanings

### **Extend**

- Analyzing and Evaluating Presentations
- Compare two arguments
- Make connections
- Form in poetry

Collection Essential Question: How far is too far?

# Collection \_\_2\_\_\_\_ Unit Planning

## Unit Plan: Perception and Reality: Collection 2

### 7th Grade

#### Performance Task Unpacked: Option A RL 1, W 1a-e, W 4, W 5, W 9, W 10

##### Write an Argument

Folk tales like “The People Could Fly” often make readers reflect on the ways we perceive our world. Consider the common saying “seeing is believing” and its meaning.

1. After reading the texts in this collection, do you believe this saying is true?
2. You will draw from “The People Could Fly” and other texts in the collection to
3. write an argument that states and supports your position.

#### Skills necessary for Performance Task: Option A

- contains an engaging introduction that clearly states the claim, or opinion
- supports the opinion with logical reasoning and relevant evidence
- presents and refutes opposing claims, or viewpoints
- uses language that effectively conveys ideas and adds interest
- concludes with a restatement of the claim

#### Performance Task Unpacked: Option B

##### Give a Summary Presentation

Sorry, Wrong Number is a drama chockful of actions and shifting perceptions. In the following activity, you will draw from Sorry, Wrong Number to deliver a summary presentation.

#### Skills necessary for Performance Task: Option B W 2a-f, W 4, W 5, W 6, W 10

- includes the title and author of the work being summarized
- restates in your own words the theme, or main idea, and its supporting details
- shows a comprehensive understanding of the source
- interests listeners through the use of effective verbal and nonverbal techniques

#### Texts to be used in Collections:

1. The People Could Fly: Folk Tale *L430*
2. The Song of Wandering Aengus: Poem  
Sonnet 43: Poem
3. Magic and the Brain: Magazine Article  
*L1340*
4. Pavement Chalk Art: Public Art
5. Another Place, Another Time: Short Story  
*L1060*
6. Sorry, Wrong Number: Drama

#### Key Learning Objective

1. Identify element of a folktale and summarize the story
2. Learn how to analyze a poem's form as well as the use of figurative language and sound devices to understand their effect on on meaning
3. Analyze how text features contribute to a text and to summarize text objectively.
4. Analyze the purpose of public art and the techniques Beever uses to create the illusion of 3-dimensionality.
5. Identify and analyze how setting affects character traits, motivations, and actions.
6. Analyze the elements of a drama and make comparisons between a script and a performance.

## Collection \_\_2\_\_\_\_ Unit Planning

<p>7. Close Readers:</p> <ol style="list-style-type: none"> <li>a. Heartbeat: Short Story <i>L840</i></li> <li>b. Saving the Lost: Science Writing <i>L920</i></li> <li>c. A Christmas Carol: Novel Excerpt <i>L730</i></li> </ol> <p><b>Independent Reading:</b></p> <ul style="list-style-type: none"> <li>● The Artilleryman's Vision             <ul style="list-style-type: none"> <li>○ Walt Whitman</li> </ul> </li> <li>● Richard Cory             <ul style="list-style-type: none"> <li>○ Edwin Arlington Robinson</li> </ul> </li> <li>● Kubla Khan             <ul style="list-style-type: none"> <li>○ Samuel Taylor Coleridge</li> </ul> </li> </ul>	
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● Adverb clauses</li> <li>● Spell correctly</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● Latin suffixes</li> <li>● The Greek prefix <i>neuro-</i></li> <li>● Reference aids</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>● -Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ul style="list-style-type: none"> <li>● Analyze characters</li> <li>● Paraphrase poetry</li> <li>● Summarize central ideas</li> <li>● Concept support: perspective</li> <li>● Symbols, determine meanings of words and phrases</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>● Give a presentations</li> <li>● Analyze form in poetry</li> <li>● Evaluate Ideas</li> <li>● Compare and Contrast</li> <li>● Analyze Theme</li> <li>● Analyze Story Elements</li> </ul>

## Collection \_\_2\_\_ Unit Planning

student notes section.

- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question: How are things in life not always how we perceive them to be?

# PERFORMANCE TASK B RUBRIC

## PANEL DISCUSSION

### Ideas and Evidence

### Organization

### Language

4

- The panelist clearly states a valid generalization and supports it with strong, relevant ideas and well-chosen evidence from the texts.
- The panel member carefully evaluates others' evidence and reasoning and responds with insightful comments and questions.
- The panelist synthesizes the analysis of the texts to help listeners understand the generalization.

- The panelist's remarks are based on a well-organized outline that clearly identifies the generalization and the supporting ideas and evidence.
- The panelist concludes with a statement that reinforces the generalization and includes the ideas that have emerged from the discussion.

- The panelist adapts speech to the context of the discussion, using appropriately formal English to discuss the texts and ideas.
- The panelist consistently quotes accurately from the texts to support ideas.
- The panel member consistently maintains a polite and thoughtful tone throughout the discussion.

3

- The panelist states a generalization and supports it with relevant ideas and evidence from the texts.
- The panel member evaluates others' evidence and reasoning and responds with appropriate comments and questions.
- The panelist synthesizes some ideas and links to the generalization.

- The panelist's remarks are based on an outline that identifies the generalization, supporting ideas, and evidence.
- The panelist concludes with a statement that reinforces the generalization.

- The panelist mostly uses formal English to discuss texts and ideas.
- The panelist mostly quotes accurately from the texts to support ideas.
- The panel member maintains a polite and thoughtful tone throughout most of the discussion.

2

- The panelist states a reasonably clear generalization and supports it with some ideas and evidence.
- The panel member's response to others' comments shows limited evaluation of the evidence and reasoning.
- The panelist does not synthesize ideas but simply repeats the generalization in a vague way.

- The panelist's remarks reflect an outline that may identify the generalization but does not organize ideas and evidence very effectively.
- The panelist makes a weak concluding statement that does little to reinforce the generalization.

- The panelist uses some formal and some informal English to discuss the texts and ideas.
- The panelist's quotations and examples sometimes do not accurately reflect the texts.
- The panel member occasionally forgets to maintain a polite tone when responding to others' comments and questions.

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- The panelist's generalization is unclear; ideas and evidence are not coherent.
- The panel member does not evaluate others' evidence and reasoning.
- The panelist does not synthesize ideas.

- The panelist does not follow an outline that organizes ideas and evidence.
- The panelist's remarks lack any kind of conclusion or summary.

- The panelist uses informal English and/or slang, resulting in a lack of clarity.
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# PERFORMANCE TASK B RUBRIC

## SUMMARY PRESENTATION

	Ideas and Evidence	Organization	Language
4	<ul style="list-style-type: none"> <li>• The summary cites the work's title and author.</li> <li>• The summary states the work's theme in the presenter's own words.</li> <li>• The summary reflects the presenter's full understanding of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• The theme is supported strongly by relevant details.</li> <li>• The summary consists of a condensed, short passage.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation quite effectively conveys the work's theme and supporting ideas.</li> <li>• The presenter's verbal and nonverbal techniques engage the audience.</li> <li>• The summary features rich details through use of strong modifiers.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The summary doesn't include both the title and author.</li> <li>• The summary states the theme of the work but it could be less wordy.</li> <li>• The summary shows a sufficient understanding of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is sufficient support for the theme.</li> <li>• The summary passage, though short, could use some tightening.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation needs more work to convey the theme and supporting ideas well.</li> <li>• The presenter shows a decent grasp of verbal and nonverbal techniques.</li> <li>• Improved use of modifiers would add more detail to the summary.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The title is mentioned in the summary but not the author.</li> <li>• The theme that is stated seems relatively minor.</li> <li>• The summary could do more to show a better understanding of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• One or two supporting details seem randomly chosen.</li> <li>• The summary includes too many repeated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• The work's theme and supporting ideas are not evident.</li> <li>• The verbal and nonverbal techniques are minimal.</li> <li>• The summary needs modifiers in more places.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Neither the title nor the author is included.</li> <li>• The theme is missing.</li> <li>• The details show no understanding of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• The supporting details for the theme are missing.</li> <li>• Due to lack of detail, the summary shows no understanding of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no communication of the work's theme and supporting ideas.</li> <li>• The presenter uses no verbal or nonverbal techniques to engage the audience.</li> <li>• There is little or no use of modifiers.</li> </ul>



Positive Outcomes Charter School  
8<sup>th</sup> Grade  
English Language Arts Curriculum Documents

ELA Scope and Sequence: Grade 8  
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
		<b>RL 10</b>	<b>Goodbye, Vietnam By Gloria Whelan (Lexile 810)</b>	<b>Novel Study</b> Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.
<b>Unit 1: Collection 1 Culture and Belonging</b>	<b>September-October</b>	RL 1, <b>RL 2</b> , RL 3, RL 4, <b>W 2, W 4</b> , <b>W 9a</b> , <b>W 10</b> , L1c, L4a, L4d	<b>My Favorite Chaperone Short Story by Jean Davies Okimoto (Lexile 790L)</b>	<p><b>*Diagnostic Test</b></p> <p><b>Writing Activity: Summary (RL 2, W 2, W 4, W 9, W 10):</b></p> <p>Write a summary of “My Favorite Chaperone.” To summarize briefly retell the plot of the story in your own words.</p> <ul style="list-style-type: none"> <li>● Introduce the major characters and state the conflict.</li> <li>● Summarize the major events in the rising action of the story.</li> <li>● Identify and describe the climax of the story.</li> <li>● Describe how the conflict is resolved.</li> </ul>

			<p><b>Close Reader: Short Story by Alma Luz Villanueva “Golden Glass” (Lexile 1010)</b></p>	<ul style="list-style-type: none"> <li>● cite textual evidence</li> <li>● draw inferences about characters’ traits and motivations based on clues in the text</li> <li>● analyze how dialogue or story incidents reveal aspects of a character</li> </ul>
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI6, SL 1a, W 7, L 1a, L 4c</p>	<p><b>Personal Essay by Jean-Pierre Benoit “Bonne Ammee” (Lexile 700L)</b></p>	<p><b>Speaking Activity: Narrative (W 3, W 7, SL 4)</b></p> <p>Present a story about a real-world event in the news that affected your life.</p> <ul style="list-style-type: none"> <li>● Research the event.</li> <li>● Explain the event and identify key people or places involved in it.</li> <li>● Describe how you are connected to the people or places involved in the event.</li> <li>● Explain how the event changed some part of your life.</li> </ul> <p>Have students work independently to draft their narratives. When students have completed their drafts, have them exchange narratives with a partner and give each other constructive feedback. Students may present their narratives in small groups and discuss the elements that made the narrative especially interesting and realistic.</p>

		<p>RI 1, RI 2, RI 4, RI 6, <b>W 7,</b> <b>W 8,</b> L4b, L6</p>	<p><b>A Place to Call Home: What Immigrants Say Now About Life in America Research Study by Scott Bittle (Lexile 1220L)</b></p>	<p><b>Research Activity:Explanation (W7, W8):</b></p> <p>Do research to discover where recent immigrants to the United States came from.</p> <ul style="list-style-type: none"> <li>● Choose one or more years to research.</li> <li>● Identify the number of immigrants who settled in the United States as well as birth countries.</li> <li>● Compare the number of immigrants who came from various countries.</li> <li>● Create a bar graph or circle graph to show your findings.</li> <li>● Explain why you chose to use the graphic aid you did.</li> </ul>
			<p><b>Close Reader Essay by Naisha Jackson “What to Bring” (Lexile 1010)</b></p>	<ul style="list-style-type: none"> <li>● cite strong and thorough textual evidence</li> <li>● draw inferences from the text</li> <li>● analyze how a text makes connections among and distinctions between individuals, ideas, or events</li> </ul>
		<p>RL 4, RI 1, RI 2, RI 3, RI 4, RI 5, RI 8, <b>W2, W7, W8,</b> L1b, L3a, L4b, L4d, L6</p>	<p><b>from The Latecomer Memoir by Kao Kalia</b></p>	<p><b>Writing Activity:Informative Report (W2, W7, W8):</b></p> <p>Research the Laotian Hmongs’ involvement in the Vietnam War, and explain how the</p>

			<b>Yang (Lexile 940L)</b>	<p>relationship between the United States and the Hmong led families like the Yangs to immigrate to the United States.</p> <ul style="list-style-type: none"> <li>● Use print or digital sources for your research.</li> <li>● Identify why the United States recruited Hmong people for the war.</li> <li>● Explain how and where the Hmong people lived after the war.</li> <li>● Write a short report and share it with the class</li> </ul>
			<b>Memoir by Susan Powers "Museum Dance (Lexile 850)</b>	<ul style="list-style-type: none"> <li>● cite textual evidence</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative meanings</li> <li>● analyze the impact of specific word choices on meaning, including allusions</li> <li>● analyze a particular point of view in a memoir</li> </ul>
		RI 1, RI 2, RI 3, RI 6, RI 7, SL 2, SL 4, SL5, W7	<b>New Immigrants Share Their Stories Documentary (Lexile N/A)</b>	<p><b>Media Activity: Video (SL 2, SL 5, W 7):</b></p> <p>Work in small groups to create videos of your own personal stories.</p> <ul style="list-style-type: none"> <li>● Prepare for your video by choosing a brief personal story to tell. It might be an</li> </ul>

				<p>immigration story, or it could be a story about another important event in your life. Write down a few notes or an outline of your story. Use it as a guide in your interview.</p> <ul style="list-style-type: none"> <li>• Choose a “buddy” in the group to interview. Prepare a list of questions from to ask your buddy. Use the types of interview questions from New Immigrants Share Their Stories to guide you in writing your questions. Remember to keep them general and open-minded.</li> <li>• Record the interviews, modeling techniques you saw in the film.</li> </ul>
		<p>RL 1, RL 4, RL 9 W 7, W 9,</p>	<p><b>Poem by Sherman Alexie “Powwow at the End of the World” (Lexile N/A)</b></p>	<p><b>Speaking Activity: Discussion</b> The speaker in the poem makes allusions to stories about salmon. Do research to locate a retelling of a salmon myth originating among the Native Americans of the Northwest Coast.</p> <ul style="list-style-type: none"> <li>• Find a retelling of a myth such as “Salmon Boy,” “The Legend of the Lost Salmon,” or “How Salmon Came to the Squamish.”</li> <li>• After reading the myth, compare and contrast its ideas about the significance of salmon with those mentioned in the poem. How does the poem reflect traditional ideas in a new way?</li> </ul>



				<ul style="list-style-type: none"> <li>• Discuss your conclusions with your classmates.</li> </ul>
				<p style="text-align: center;"><b>Unit Assessment(s):</b></p> <p><b>Option A: Write an Informative Essay (W2a-f, W4, W5, W8):</b></p> <p>This collection focuses on immigration and its impact. You read texts about adjusting to a new culture. In this activity, you will research and write a short informative essay on the best ways for people from other countries to adjust to living in the United States.</p> <p><b>Option B: Write a Personal Narrative(W3a-e, W4, W5, W10):</b></p> <p>Like the characters in "My Favorite Chaperone," and "The Latehomecomer, many people struggle to adjust to new situations or to fit in with different groups. Think about a time when you faced that type of challenge and write a personal narrative about your own experience.</p> <p><b>**Collection Test 1</b></p>

		<b>RL 10</b>	<b>The Monsters of Morely Manor (Lexile 770)</b>	<p><b>Novel Study</b></p> <p>Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.</p>
<p><b>Unit 2 Collection 2 The Thrill of Horror</b></p>	<p><b>November-December</b></p>	<p>RL 1, RL 3, RL 4, RL 6, SL 1a, SL 4, SL 6, W 3, W 4, W 9a, W 10, L2a, L4c</p>	<p><b>The Tell-Tale Heart A short story by Edgar Allan Poe (Lexile 850L)</b></p>	<p><b>Writing Activity: Narrative (W 3, W 9a):</b></p> <p>Criminals sometimes undergo a psychiatric evaluation during which their mental health is reviewed by a psychologist. Based on the details from the story, write a narrative about the evaluation of the narrator by a mental health expert. Consider the following questions:</p> <ul style="list-style-type: none"> <li>• What crime did the narrator commit?</li> <li>• What was his motive? Was he insane, enraged, seeking revenge, or something else?</li> <li>• Would the narrator take responsibility for his crimes?</li> <li>• Why or Why not?</li> <li>• What might a mental health expert say about the narrator’s state of mind?</li> </ul>
			<p><b>Close Reader: “The Outsider” Short Story by J.P. Lovecraft</b></p>	<ul style="list-style-type: none"> <li>• cite strong textual evidence</li> <li>• determine the meaning of words and phrases as they are used in the text</li> </ul>

				<ul style="list-style-type: none"> <li>analyze how differences in points of view of the characters and the reader create suspense</li> <li>read and comprehend stories</li> </ul>
		RI 1, RI 2, RI 3, RI 4, RI 6, SL 1, <b>SL 1a</b> , <b>SL 1c, SL 3</b> , <b>SL 4</b> , L 1	<b>Scary Tales            Essay by            Jackie            Torrence            (Lexile 730L)</b>	<p style="text-align: center;"><b>Speaking Activity: Debate            (SL 1a, SL 1c, SL 3, SL 4):</b></p> <p>Is it a good idea for middle school students to hear scary stories? Have a debate about this topic.</p> <ul style="list-style-type: none"> <li>Working with a partner, decide which viewpoint you will argue. Is it a good idea for young people to hear scary stories, or is it a bad idea?</li> <li>List reasons that support your viewpoint. Include evidence from “Scary Tales.”</li> <li>Prepare for counterarguments.</li> <li>Practice your arguments orally. Then debate another pair of students who have chosen the opposite position.</li> </ul>
		RL 1, RL 2, RL 4, RL 6, RL 9, <b>W 2b</b> , <b>W 7, W 8</b> , <b>W 9a</b> , L 1c, L 3a, L 4b, L 4c, L 4d	<b>The Monkey’s            Paw Short            Story by W.W.            Jacobs (Lexile            920L)</b>	<p style="text-align: center;"><b>Writing Activity: Report            (W 2b, W 7, W 8, W 9a):</b></p> <p>Review lines 39-56. What ideas and attitudes about India are expressed here? Do research to learn about the historical relationship between Britain and India. Write a short report in which you:</p>

				<ul style="list-style-type: none"> <li>● explain how Britain came to rule India, including the role of the British East India Company.</li> <li>● describe the attitudes the two peoples had toward one another during the British rule.</li> </ul> <p>Then share your findings with the class. Be prepared to discuss the ways the attitudes in the story reflect the historical context.</p>
			<p><b>Poem by Edward Field "Frankenstein"</b></p>	<ul style="list-style-type: none"> <li>● cite textual evidence</li> <li>● determine the theme in a work of literature and</li> <li>● analyze its development over the course of a text</li> </ul>
		<p>RL 2, RI 7, RI 7, SL 2, SL 4, SL 5</p>	<p><b>Film by Ricky Lewis Jr. "The Monkey's Paw"</b></p>	<p><b>Media Activity: Storyboard</b> Work with a partner to create a storyboard for your own film retelling of a scene from "The Monkey's Paw." A storyboard is a device filmmakers use to plan the shooting of a movie. It serves as a map that includes images and descriptions.</p>

				<ul style="list-style-type: none"> <li>• Decide whether you will stay faithful to the short story or depart from the text.</li> <li>• Draw a series of at least 12 separate frames. Sketch the characters and scene for each frame.</li> <li>• Underneath each frame, write descriptions of shots—such as close-up, medium, or distance shots—and write a line of dialogue or describe what characters will say.</li> <li>• Consider what kind of music you will add and write where you’ll include it.</li> </ul>
		<p>RI 1, RI 2, RI 3, RI 4, <b>SL 1a, SL 4,</b> L 2a, L 4b</p>	<p><b>What Is the Horror Genre?</b> <b>Literary Criticism by Sharon A. Russell (Lexile 1030L)</b></p>	<p><b>Speaking Activity: Discussion (SL 1a, SL 4):</b></p> <p>Use the characteristics of the horror genre descri in the essay to categorize the horror stories you have read and the horror films you have seen.</p> <ul style="list-style-type: none"> <li>• Work with a small group to create a list of stories and films.</li> <li>• Review the characters, setting, events, structure, and organization of the stories and films.</li> <li>• Decide how to categorize the stories and films. What creates the suspense in each one? Do they have similar themes or</li> </ul>

				<p>settings? Are the sources of horror alike in some way?</p> <ul style="list-style-type: none"> <li>● Be prepared to explain your categories as you share your final list with the class or a small group.</li> </ul>
			<p><b>Close Reader Essay by Daniel Cohen “Man-Made Monsters” (Lexile 1210)</b></p>	<ul style="list-style-type: none"> <li>● cite strong textual evidence</li> <li>● determine a central idea and analyze its development</li> <li>● provide an objective summary</li> <li>● analyze how a text makes connections among ideas</li> </ul>
				<p style="text-align: center;"><b>Assessment(s):</b></p> <p><b>Option A: Present an Argument (W1a-e, W 4, W 5, W 8, SL 4, SL 5, SL 6):</b></p> <p>The horror genre is intended to inspire terror. In this activity, you will give a speech arguing whether a classic of the horror genre, “The Tell-Tale Heart,” is appropriate for your age group to read.</p> <p><b>Option B: Write a Literary Analysis (W2a-f, W 5, W 9, W 9a, W 10):</b></p>

				<p>In this activity, you will write a literary analysis of one or both of the fictional horror stories in this collection. Use the criteria for horror explained in “What is the Horror Genre?” by Sharon A. Russell to support your analysis. Think about the structure of horror fiction and the tools its authors use, such as suspense and plot. As you analyze the story or stories, pay attention to setting, events, and details that make the work both believable and entertaining.</p> <p><b>**Collection 2 Test</b></p>
		<b>RL 10</b>	<b>Behind Enemy Lines (Lexile 830)</b>	<b>Novel Study</b> Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.
<b>Unit 3 Collection 3 The Move Toward Freedom</b>	<b>January-February</b>	RI 1, RI 3, RI 4, RI 5, RI 6, <b>W 2b,</b> <b>W 9b,</b> SL 1a, SL 1b, SL 1c, SL 1d, SL 4, L 4a, L 4d	<b>from Narrative of the Life of Frederick Douglass, an American Slave</b>	<p><b>Writing Activity: Literary Analysis (W 2b, W 9b):</b></p> <p>How does the tone of Douglass’s autobiography help him to achieve his purpose? Write a short literary analysis.</p> <ul style="list-style-type: none"> <li>• With a partner, discuss the author’s purpose for writing. Identify the tone of</li> </ul>

			<b>Autobiography by Frederick Douglass (Lexile 1010L)</b>	<p>the piece, or the writer’s attitude toward his subject.</p> <ul style="list-style-type: none"> <li>● Next, find examples where Douglass’s choice of words helps establish the tone.</li> <li>● When you write, begin by stating your view. Then, support that view with evidence from the text.</li> </ul>
			<b>Close Reader: Historical Writing by Russell Freedman “My Friend Douglass” (Lexile 1180)</b>	<ul style="list-style-type: none"> <li>● cite strong textual evidence</li> <li>● determine a central idea of a text</li> <li>● analyze how a text makes connections between individuals</li> <li>● determine the meaning of words</li> <li>● analyze the structure of paragraphs in a text</li> <li>● determine an author’s point of view</li> </ul>
		RI 1, RI 3, RI 4, RI 5, <b>W7, W 9b,</b> <b>SL 1a, SL 4,</b> L 1c, L 3a, L5b, L 6	<b>from Harriet Tubman: Conductor on the Underground Railroad Biography by Ann Petry (Lexile 1010L)</b>	<b>Speaking Activity: Speech(W7, W 9b, SL 1a, SL 4):</b>  Imagine that Harriet Tubman will be honored at a “Hall of Fame” for those who fought slavery. Prepare and give a speech explaining why she is a heroic figure. Consult sources in addition to the selection. Consider the following: <ul style="list-style-type: none"> <li>● What kind of person was Harriet Tubman?</li> </ul>



				<ul style="list-style-type: none"> <li>● What was Tubman’s motivation for bringing enslaved people to freedom?</li> <li>● What examples demonstrate Tubman’s heroism?</li> <li>● How do historians judge Tubman’s impact on the quest for freedom prior to the Civil War?</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 4, SL 1, SL 2, <b>SL 4</b>, L1c, L4a, L 5a, L6, <b>W7, W8</b></p>	<p><b>The Drummer Boy of Shiloh Historical Fiction by Ray Bradbury (Lexile 930L)</b></p>	<p><b>Speaking Activity: Informative Report(W 7, W 8, SL 4):</b></p> <p>Research the Battle of Shiloh, including the legend of the drummer boy. Find out how many people died and how the significance of the battle is viewed today. Discuss whether your reaction to the following parts of the story has changed as a result of your research:</p> <ul style="list-style-type: none"> <li>● lines 98-101</li> <li>● lines 106-124</li> <li>● lines 151-157</li> <li>● lines 181-190</li> </ul>

			<p><b>Close Reader:</b></p> <p><b>Short Story by Stephen Crane</b></p> <p><b>“A Mystery of Heroism”</b></p> <p><b>(Lexile 1010)</b></p>	<ul style="list-style-type: none"> <li>● cite strong textual evidence</li> <li>● determine a theme of a text and analyze its relationship to a character</li> <li>● analyze how incidents in a story reveal aspects of a character</li> <li>● determine the meaning of words and phrases as they are used in a text</li> </ul>
		<p>RI 1, RI 3, RI 4, RI 5, RI 6, W 2, W 7, W 8, W 9b, L 1a, L 4a, L 4d, L 5c</p>	<p><b>History Writing by Jame L Swanson</b></p> <p><b>from <i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i></b></p> <p><b>(Lexile 980)</b></p>	<p><b>Writing Activity: Informative Essay</b></p> <p>Create a poster that compares and contrasts Abraham Lincoln and Jefferson Davis.</p> <ul style="list-style-type: none"> <li>● First, draw a Venn diagram on your poster. Label each side of the diagram with one man’s name and include an image to represent him.</li> <li>● Next, revisit the text of <i>Bloody Times</i> to identify character traits of these two leaders. Write the traits in the appropriate sections of your Venn diagram.</li> <li>● Finally, use the traits you identified to write a brief character sketch of each man below the corresponding parts of the diagram.</li> </ul>
			<p><b>Close Reader Journal Entries by</b></p>	<ul style="list-style-type: none"> <li>● cite strong textual evidence</li> <li>● analyze how a text makes distinctions between ideas and events</li> </ul>

			<p><b>Louisa May Alcott</b>  <b>“Civil War Journal”</b>  <b>(Lexile 1480)</b></p>	<ul style="list-style-type: none"> <li>● determine the meaning of words and phrases as they are used in a text</li> <li>● analyze the structure of a specific paragraph in a text</li> </ul>
		<p>RL 1, RL 4,  RL 5, <b>SL 1,</b>  <b>SL 6</b></p>	<p><b>O Captain! My Captain Poem</b>  <b>by Walt Whitman</b>  <b>(Lexile N/A)</b></p>	<p><b>Speaking Activity: Respond by Speaking (SL 1, SL 6):</b></p> <p>Work with a small group to present a choral reading of “O Captain! My Captain!”</p> <ul style="list-style-type: none"> <li>● Begin by reading the poem carefully. As a group, decide how each line should be read based on its message. Are the words expressing sorrow? praise? comfort?</li> <li>● Next, decide who will read each line or part of a line. Should some words be read by one speaker? by two speakers? by your entire group?</li> <li>● The choices you make about how the lines will be spoken should reflect your analysis of the poem. Be prepared to explain your choices.</li> </ul>

				<p style="text-align: center;"><b>Assessment(s):</b></p> <p><b>Option A: Participate in a Collaborative Discussion(W 1, W 7, W 9, SL 1a-d, SL 4):</b></p> <p>This collection focuses on slavery and the Civil War. Look back at the excerpt from Narrative of the Life of Frederick Douglass, and at the other texts you read. Prepare a response to the literature by making a generalization about the ways in which people respond to the Civil War or to the struggle for freedom. Then make your case in a collaborative discussion, citing evidence from other texts to support the points in your response.</p> <p><b>Option B: Write a Literary Analysis (W2a-f, W 5, W 7, W9a-b, SL 1a, L 1, L 2):</b></p> <p>Ray Bradbury’s “The Drummer Boy of Shiloh” invites readers to experience the night before the Civil War battle through the eyes of a young boy. In this activity, you will conduct research to learn how the historical details of the Battle of Shiloh are relevant to the story. Following a small-group discussion about your fresh insight into the story, you will write a literary analysis</p>
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				<p>in which you offer an interpretation of the story’s symbolism.</p> <p><b>**Collection Test 3</b></p>
		<b>RL 10</b>	<b>Whale Rider (Lexile 810)</b>	<p style="text-align: center;"><b>Novel Study</b></p> <p>Students will respond in their “Reading Response Journal” based on various prompts throughout the novel.</p>
<b>Unit 4 Collection 4 Approaching Adulthood</b>	<b>February- March</b>	<p>RL 1, RL 2, RL 3, RL 4 <b>W 2, W 4, W 9a, W 10</b>, L1a, L4b, L4d, L6</p>	<b>Marigolds Short Story by Eugenia Collier (Lexile 1140L)</b>	<p><b>Writing Activity: Literary Analysis (W 2, W 4, W 9a, W 10):</b></p> <p>Write a short essay in which you analyze how Lizabeth changes over the course of “Marigolds.” Be sure to support your ideas with sufficient evidence from the text. Consider the following questions before you write:</p> <ul style="list-style-type: none"> <li>● How aware is Lizabeth of her own surroundings and the wider world?</li> <li>● What does Lizabeth’s reflection at the end of the story suggest about her feelings toward the move into adulthood?</li> </ul>

			<p><b>Close Reader Short Story by Anne Estevis “The Whistle” (Lexile 800)</b></p>	<ul style="list-style-type: none"> <li>● cite textual evidence to support inferences drawn from the text</li> <li>● determine a theme or central idea and summarize events</li> <li>● analyze how dialogue or incidents in a story propel the action and reveal character</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 5 W4, W9a, W10, SL 1a, SL 6, L2c</p>	<p><b>Hanging Fire Poem by Audre Lorde (Lexile N/A)</b></p> <p><b>Teenagers Poem by Pat Mora (Lexile N/A)</b></p>	<p><b>Speaking Activity: Response to Literature (W 9a, SL 1a, SL 4, SL 6):</b></p> <p>Compare and contrast the two poems.</p> <ul style="list-style-type: none"> <li>● In a small group, work together to create Venn diagrams that show the similarities and differences between the poems’ speakers, themes, and point of view.</li> <li>● Then each group member should deliver a short speech in which she or he reflects on the advice the speaker in each poem might give to the other. Include text evidence from the poems to support your thoughts.</li> </ul>
			<p><b>Close Reader Poem by Julio Noboa</b></p>	<ul style="list-style-type: none"> <li>● cite strong textual evidence</li> <li>● make inferences</li> <li>● determine the theme of a text</li> </ul>

			<p><b>Polanco “Identity”</b></p> <p><b>Poem by Pat Mora “Hard on the Gas”</b></p>	<ul style="list-style-type: none"> <li>● compare and contrast the structure of two or more texts</li> </ul>
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8, RI 9, W7, L 1d, L4b, L4d, SL3, SL4, SL5, SL6</p>	<p><b>When Do Kids Become Adults? Arguments from “Room for Debate” in the New York Times (Lexile 1440L)</b></p>	<p><b>Speaking Activity: Debate(SL3, SL4, SL5, SL6, W7):</b></p> <p>When are kids ready to assume adult responsibilities? Working with a group, choose one issue presented in the selection and have a debate.</p> <ul style="list-style-type: none"> <li>● Assign one position on the issue to one half of your group, and assign the other position to the other half.</li> <li>● Research the issue. Find answers to any questions you have.</li> <li>● Decide on a claim. Prepare to support your claim with evidence from the selections as well as from your own research. Consider displaying your evidence in visuals, such as charts or graphs.</li> <li>● When you debate, be sure to address counterarguments.</li> </ul>

				<ul style="list-style-type: none"> <li>As you listen to other groups, carefully evaluate each speaker’s reasoning and evidence.</li> </ul>
			<p><b>Close Reader History Article by Naoki Tanaka “Much Too Young to Work So Hard” (Lexile 1050)</b></p>	<ul style="list-style-type: none"> <li>cite strong textual evidence</li> <li>determine the author’s purpose</li> <li>evaluate the use of different mediums to present a topic</li> <li>trace and evaluate an argument</li> </ul>
		<p>RI1, RI2, RI3, RI4, RI5, RI7, RI8, RI9, <b>W1a, W1b, W2, W4, W9b, W10, L1, L4a</b></p>	<p><b>Is 16 Too Young to Drive a Car? Article by Robert Davis (Lexile 1150L)</b></p> <p><b>Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older</b></p>	<p><b>Writing Activity: Argument (W1a, W1b, W2, W4, W9b, W10):</b></p> <p>Which collection is most convincing to you?</p> <ul style="list-style-type: none"> <li>Review the two selections, and jot down notes to support your opinion.</li> <li>Meet with a small group to discuss which selection makes a stronger case by using sufficient details to prove its central idea. Use your notes to support your opinion.</li> <li>Next, write a paragraph or two to explain and give reasons for your opinion.</li> </ul>



			<p><b>Teens (Article by Allison Aubrey (Lexile 1070L))</b></p>	<ul style="list-style-type: none"> <li>● Share your paragraph with the class. Discuss any opinions that you might not have considered during your group discussion.</li> </ul>
		<p><b>RI7, W1a, W7, SL2, SL5</b></p>	<p><b>Persuading Viewers through Ads:</b></p> <p><b>Public Service Announcements</b></p> <p><b>Your Phone Can Wait (Lexile N/A)</b></p> <p><b>Driving Distracted (Lexile N/A)</b></p>	<p><b>Media Activity: Public Service Announcement(W1a, W1b, W7, SL2, SL5):</b></p> <p>Work with your group to create your own print media public service announcement about safe driving for teenagers.</p> <ul style="list-style-type: none"> <li>● Brainstorm with your group for ideas to include.</li> <li>● Discuss the different techniques that would help you effectively deliver your message.</li> <li>● Research the topic and gather statistics that will help make your message more persuasive.</li> <li>● Create and lay out visuals that reflect your ideas.</li> </ul>

				<p style="text-align: center;"><b>Assessment(s):</b></p> <p><b>Option A: Write a Literary Analysis (W2a-f, W5, W9, W9a, W10):</b></p> <p>The transition from childhood to adulthood can be complicated. Write a literary analysis about what “Marigolds” reveals about that transition and explore how its theme relates to modern life.</p> <p><b>Option B: Produce a Multimedia Campaign (W1a-e, W4, W5, W6, W8, W9, W9b, SL5):</b></p> <p>One selection in Collection 4 asks, “When Do Kids Become Adults?” In this activity, you will create a multimedia campaign to present your response to that age-old question. Your campaign will include an editorial along with messages in one or two other mediums.</p> <p><b>**Collection 4 Test</b></p>
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<p><b>Unit 5 Collection 5 Anne Frank's Legacy</b></p>	<p><b>March-April</b></p>	<p>RL 1, RL3, RL4, RL6, <b>W4, W9a, W10, SL 1a, SL4, SL6, L5a</b></p>	<p><b>The Diary of Anne Frank Drama by Frances Goodrich and Albert Hackett (Lexile N/A) *Act 1, Scenes 1 and 2 are in the Close Reader and can be used for Pacing purposes</b></p>	<p><b>Speaking Activity: Response to Literature (W4, W9a, W10, SL4, SL6):</b></p> <p>Choose three characters from the play, and plan a speech analyzing the character of each one. Use the character's words, actions, and interactions with others to support your analysis.</p> <ul style="list-style-type: none"> <li>● Identify each character and explain his or her role in the play.</li> <li>● Describe the character's physical appearance and age.</li> <li>● Discuss positive character traits as well as any weaknesses.</li> <li>● Explain the character's motivations, actions, and reactions in relation to others and to historical events.</li> <li>● Analyze the character's attitudes and feelings and how these change or remain the same over time.</li> </ul>
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		<p>RI 1, RI 2, RI 3, RI 4, RI 6, <b>RI 8,</b> <b>W 4, W9b,</b> <b>W10, SL</b> <b>1a, SL 1b,</b> L2a, L2b, L4b, L4d</p>	<p><b>from Anne Frank: The Book, The Life, The Afterlife Literary Criticism by Francine Prose (Lexile 1410L)</b></p>	<p><b>Writing Activity: Analysis (RI 8, W 4, W9b, W10, SL 1a, SL 1b):</b> At the end of her essay, Francine Prose writes, “I would argue for Anne Frank’s talent as a writer.” Do you think Prose has made a convincing argument? Write an analysis that explains why or why not.</p> <ul style="list-style-type: none"> <li>● Work with a partner to analyze the argument. Remember to listen politely and to share ideas in a respectful way as you complete a graphic organizer showing Prose’s claims and supporting evidence.</li> <li>● Discuss whether the evidence Prose presents is relevant and sufficient and if her reasoning is sound.</li> <li>● Next, work together to evaluate the author’s tone and word choice. Do they strengthen her claims? Why or why not?</li> <li>● When you are ready to write, begin your analysis by stating your view. Then support that view with evidence from the text.</li> </ul>
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		RI 1, RI 2, RI 4, RI 5, RI 6, <b>W7,</b> <b>W8,</b> W9b, <b>SL 1a, SL</b> <b>1b</b>	<b>After Auschwitz Speech by Elie Wiesel (Lexile 930L)</b>	<b>Speaking Activity: Discussion (W7, W8, SL 1a, SL 1b):</b> Imagine that you have been put in charge of a museum exhibit about the Holocaust. Create a remembrance poster for the exhibit based on Elie Wiesel's speech. <ul style="list-style-type: none"><li>● Choose two key quotes or ideas from the speech to highlight on your poster.</li><li>● Research the Holocaust, collecting information from print and digital sources.</li><li>● Select important facts, dates, quotes, and photographs to support the main points in Wiesel's speech.</li><li>● On the poster, include visuals such as a timeline or your own artwork or symbols.</li><li>● Describe your completed work to the class in an oral presentation. Discuss with classmates Wiesel's purpose and message and how your poster relates.</li></ul>

		<p>RL 1, RL 2, RL 4, <b>W 1a-e,</b> <b>W 4, W 9a,</b> <b>W10</b></p>	<p><b>There But for the Grace Poem by Wisława Szymborska (Lexile N/A)</b></p>	<p><b>Writing Activity: Analysis (W 1a-e, W 4, W 9a, W10):</b></p> <p>Respond to the poem by analyzing its connection to the topic of this collection.</p> <ul style="list-style-type: none"> <li>● With a partner, discuss the poem’s theme and how it relates to the themes present in other selections within the collection.</li> <li>● Compare and Contrast how similar ideas are presented across the texts.</li> <li>● Identify the relationships you see between the poem’s language and the events described in the other texts.</li> <li>● Write one draft of your response, and then share it with your partner. Use your partner’s feedback to improve and finalize your analysis.</li> <li>● Publish your responses in a collection you can share with the whole class.</li> </ul>
				<p><b>Assessment(s):</b></p>

				<p><b>Writing Activity: Research and Write an Informative Essay(W1a-f, W4, W5, W7, W9, W9b, W10):</b></p> <p>In Collection 5 you read about the experiences that Anne Frank and others had when hiding from the Nazis. What was life like for other Jews and the people hiding them? In this activity, you will research and write an informative essay comparing Anne Frank’s experiences to those of others during the Holocaust.</p> <p><b>**Collection 5 Test</b></p>
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<p><b>Unit 6 Collection 6 The Value of Work</b></p>	<p><b>May-June</b></p>	<p>RL 1, RL 2, RL 3, RL 4, RL 6, W 4, W9a, W10, L1c, L5a</p>	<p><b>from The Adventures of Tom Sawyer Novel by Mark Twain (Lexile 1040L)</b></p>	<p><b>Writing Activity: Analysis (RL 2, W 4, W9a, W10):</b></p> <p>Write an analysis that explains how the theme-the lesson or message-of this selection is developed through the character of Tom Sawyer.</p> <ul style="list-style-type: none"> <li>• Work with a partner to create a character chart for Tom. In the left column, list his qualities. In the right column, list the passages from the text that demonstrate each quality.</li> <li>• Next, determine the theme of the selection, drawing on the narrator’s description of the lesson Tom learns.</li> <li>• When you are ready, begin your analysis by stating the theme. Then, describe how the theme is developed in relation to Tom’s thoughts, feelings, speech, and actions.</li> </ul>
		<p>RI 1, RI 2, RI 4, RI 5,</p>	<p><b>One Last Time Memoir</b></p>	<p><b>Speaking Activity: Presentation (RI 2, SL 1a, SL1b):</b></p>

		<p><b>RI 6, SL 1a, SL 1b, L 1, L 2, L 4c, L 4d</b></p>	<p><b>by Gary Soto (Lexile 1140L)</b></p>	<p>With a small group, make a poster that illustrates the central idea of “One Last Time.”</p> <ul style="list-style-type: none"> <li>• First, work with your group to determine the central idea of the memoir. What is the main message you think Gary Soto wants to communicate? Discuss the imagery and events that support this idea.</li> <li>• Next, make a poster. In the center, write the central idea. Then, create a collage of words and images from the selection that helps illustrate this idea. The images can be illustrations. you draw or photos from other sources.</li> <li>• Present your work to the class, explaining how the images and quotations in the poster connect to the central idea of the memoir.</li> </ul>
			<p><b>Close Reader Short Story by Ray Bradbury “The Flying Machine”</b></p>	<ul style="list-style-type: none"> <li>• cite strong textual evidence</li> <li>• determine the meaning of words and phrases as they are used in text</li> <li>• analyze the impact of specific word choices on meaning and tone</li> </ul>

			<p><b>Graphic Story by Bernard Krigstein “The Flying Machine (Lexile 790)</b></p>	<ul style="list-style-type: none"> <li>• compare and contrast the structure of two or more texts</li> <li>• analyze how differences in points of view create effects such as suspense</li> </ul>
		<p>RI 1, RI 2, RI 4, RI 5, RI 6, RI 8, <b>W 7, SL 4, SL 5, SL 6,</b> L4b, L4d</p>	<p><b>Teens Need Jobs, Not Just Cash Argument by Anne Michaud  Teens at Work (Lexile 1310)</b></p>	<p style="text-align: center;"><b>Speaking Activity: Argument (W 7, SL 4, SL 5, SL 6):</b></p> <p>In order to evaluate a claim made in an argument, you may need to do additional research. Develop an argument in which you present additional support that proves or disproves a claim made in one of the articles.</p> <ul style="list-style-type: none"> <li>• Identify a claim that you will research.</li> <li>• Use print and digital resources for your research.</li> <li>• Display the results of your research in a graph or chart.</li> <li>• Incorporate your findings into your argument and present it to the class. Be sure to use eye contact, appropriate volume, and clear pronunciation.</li> </ul>

		<p>RL 1, RL 2, RL 4, RL 5, <b>W4, W9a, W10</b></p>	<p><b>Chicago Poem by Carl Sandburg</b></p> <p><b>Find Work Poem by Rhina P. Espaillat</b></p> <p><b>My Mother Enters the Work Force Poem by Rita Dove (Lexile N/A)</b></p>	<p><b>Writing Activity: Compare and Contrast Essay (W4, W9a, W10):</b></p> <p>Write an essay in which you compare and contrast two of the poems you just read.</p> <ul style="list-style-type: none"> <li>● Choose two of the three poems to write about.</li> <li>● To help plan your essay, create a Venn Diagram in which you compare and contrast the theme, tone, structure, and use of language in the two poems.</li> <li>● Use the notes from your diagram to write a comparison of the poems.</li> <li>● Be sure your essay includes evidence from both poems to support your conclusions.</li> </ul>
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			<p><b>Close Reader Poem by Marge Piercy “To Be of Use”</b></p> <p><b>Poem by Simon J Ortiz “A Story of How a Wall Stands”</b></p>	<ul style="list-style-type: none"> <li>● cite strong textual evidence</li> <li>● determine a theme of a text</li> <li>● determine the meaning of words as they are used in a text</li> <li>● compare and contrast the structure of two texts</li> </ul>
				<p style="text-align: center;"><b>Assessment(s):</b></p> <p><b>Option A: Present a Narrative (W3a-e, W4, W5, SL4, SL6):</b></p> <p>This collection includes narratives that explore the value of work. The excerpt from <i>The Adventures of Tom Sawyer</i> and “One Last Time,” for example, relate tales of how two children—one fictional and one real—respond to the idea of work. In the following activity, you will script and present a narrative that reveals a lesson learned through an experience with work.</p> <p><b>Option B: Write an Argument (W1a-e, W4, W5, W8, W9a-b, W10):</b></p>

				<p>Write an argument that justifies your views about whether teenagers should gain work experience during their school years. Use evidence from the texts in the collection to support your position.</p> <p><b>**Collection 6 Test</b></p>
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# Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

## Grade 8      Collection 5      Anne Frank's Legacy

<p><b>Performance Task Unpacked:</b> Research and write an informative essay comparing the experience of Anne Frank and her family to those of other Jews hiding during World War II.</p> <ol style="list-style-type: none"> <li>1. Answer what was life like for other Jews and the people hiding them.</li> <li>2. Research and Write an informative essay comparing Anne Frank's experiences to those of others during the Holocaust.</li> </ol>	
<p><b>Skills necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. provides an engaging introduction that clearly states the topic</li> <li>2. clearly organizes ideas and concepts to make connections</li> <li>3. includes facts, definitions and examples that support ideas</li> <li>4. uses transitions to clarify relationships among ideas</li> <li>5. provides a conclusion that supports the central idea</li> </ol>	
<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1. the Diary of Anne Frank- Drama</li> <li>2. The Diary of Anne Frank- Diary L1020</li> <li>3. After Auschwitz - Speech L1410</li> <li>4. There but for the Grace: Poem</li> <li>5. Close Reader:             <ol style="list-style-type: none"> <li>a. The Diary of Anne Frank: Act I Scene 1 and 2.</li> </ol> </li> </ol> <p><b>Independent/Additional Reading Collection:</b></p> <ul style="list-style-type: none"> <li>● Holy Sonnet             <ul style="list-style-type: none"> <li>○ John Donne</li> </ul> </li> <li>● Meditation 17             <ul style="list-style-type: none"> <li>○ John Donne</li> </ul> </li> </ul>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1. Analyze the key elements of a drama including its structure Characters, dialogue and events.</li> <li>2. analyze the elements of a diary entry, and make and support inferences about the text.</li> <li>3. Identify persuasive techniques and rhetorical devices in a speech</li> <li>4. Analyze the use of sound devices in a poem to understand how they impact meaning</li> </ol>
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● Use ellipses</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● Connotation and denotation</li> <li>● Latin suffixes</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ol style="list-style-type: none"> <li>1. Analyze setting details, track sequence of events, analyze relationships</li> <li>2. Analyze figurative language</li> <li>3. Track differing views</li> <li>4. Analyze imagery</li> <li>5. Track opposites</li> </ol>

## Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

- -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

### Extend

1. Analyze motivation, analyze the impact of perspective, debate issues
2. Analyze Diary's effect
3. Analyze voice
4. Analyze the speaker
5. Analyze sound devices

Collection Essential Question: What is the lasting Impact of a young girl and her diary?



## Collection \_\_\_\_4\_\_\_\_ Unit Planning

**Performance Task Unpacked:** Create a campaign to recognize a certain life event- such as voting, getting a driver's license, or living independently - as the start of adulthood.

1. Create a multimedia campaign to present your response to "When do Kids become Adults?"
2. Include an Editorial
3. A message in one or two other mediums

### Skills necessary for Performance Task:

1. presents an argument that supports claims with clear reasons and relevant evidence
2. draws evidence from informational texts and from print and digital research
3. integrates multimedia and visual displays to strengthen claims and to add interest

### Texts to be used in Collections:

1. Marigolds *L1140*
2. Hanging Fire/ Teenagers
3. Room for Debate/When Do Kids Become Adults? *L1440*
4. Is 16 Too Young To Drive a Car?/ Fatal Car Crashes Drop for 16- Year Olds, Rise For Older Teens *L1150/L1070*
5. Your Phone Can Wait/ Driving Distracted
6. Close Reader Collection:
  - a. The Whistle *L800*
  - b. Identity/Hard on Gas
  - c. Much Too Young to Work So Hard *L1050*

### Independent Reading Collection:

- The Song of Hiawatha
  - Henry Wadsworth Longfellow
- The Seven Ages of Man
  - William Shakespeare
- From Poor Richard's Almanck
  - Benjamin Franklin
- Epigrams
  - Mark Twain

### Key Learning Objective

1. Identify the motivations of characters in a story and determine the factors that help them understand the theme of the story.
2. Make inference and determine the theme of a poem
3. Trace and evaluate arguments and evaluate supporting evidence to determine whether it is relevant or irrelevant.
4. Determine central ideas and details while analyzing relationships between ideas
5. Analyze the purpose of a public service announcement and understand the elements used in it.

## Collection \_\_\_\_4\_\_\_\_ Unit Planning

<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● Infinitives</li> <li>● Words Ending in y</li> <li>● Shifts in Voice and Mood</li> <li>● Fragments</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● Use Latin Suffixes</li> <li>● Greek Roots</li> <li>● Domain Specific Words</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>● -Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>● -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>● - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>● -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>● -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ol style="list-style-type: none"> <li>1. Visualize Descriptions</li> <li>2. Organize Information</li> <li>3. Irregular Plurals</li> <li>4. Analyze Graphics</li> <li>5. Use a chart to Track Details</li> <li>6. Analyze Argument</li> <li>7. Describe Images</li> </ol> <p><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Make Inferences</li> <li>2. Determine Meaning of Words and Phrases</li> <li>3. Fact and Opinion</li> <li>4. Write an objective summary</li> <li>5. Persuasive Techniques             <ol style="list-style-type: none"> <li>a. Visual and print narration</li> </ol> </li> </ol>

## Collection \_\_\_\_4\_\_\_\_ Unit Planning

Collection Essential Question: What is the passage from childhood to adulthood?	

# Collection \_\_\_\_ 3 \_\_\_\_ Unit Planning

## Grade 8      Collection 3      The Move Towards Freedom

**Performance Task Unpacked:** Write a literary analysis in which you consider the symbolism in a story in light of its historical context.

1. Use the text “ The Drummer Boy of Shiloh”
2. Conduct Research to learn how the historical details of the Battle of Shiloh are relevant to the story.
3. participate in a small group discussion about your insight into “ The Drummer Boy of Shiloh”
4. Write a literary analysis in which you offer an interpretation of the story’s symbolism

**Skills necessary for Performance Task:**

1. cites evidence from the text that strongly supports idea and analysis
2. Is organized in a way that is appropriate to purpose and audience
3. conveys ideas through the selection organization, and analysis of relevant content

**Texts to be used in Collections:**

1. Narrative of the Life of Frederick Douglass, an American Slave. Autobiography (L1010)
2. Harriet Tubman: Conductor on the Underground Railroad: Biography (L1010)
3. The Drummer Boy of Shiloh: Historical Fiction (L980)
4. O Captain! My Captain! : Poem
5. Close Reader
  - a. My Friend Douglass: Historical Writing (L1180)
  - b. A Mystery of Heroism: Short Story (L1010)
  - c. Civil War Journal: Journal Entries (L1480)

**Independent Reading Selections:**

- Letter to Harriet Tubman
  - Frederick Douglass
- To Althea, from Prison
  - Richard Lovelace
- Do not weep, maiden, for war is Kind
  - Stephen Crane

**Key Learning Objective**

1. Analyze an autobiography and explain the author's purpose.
2. Identify methods of characterization in a biography and analyze the author's craft.
3. Identify and analyze the key elements of historical fiction and examine how authors create mood in a story.
4. Identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning.
5. Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas

**Language and Style**

- 1.
2. Conditional Mood
3. Indicative Mood
4. Gerunds

**Vocabulary Strategy**

1. Use Context Clues
2. Use word relationships
3. Interpret figures of speech
4. Use context clues

## Collection \_\_\_\_ 3 \_\_\_\_ Unit Planning

<p>5.</p> <p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>● -Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>● -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>● - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>● -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>● -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p>5.</p> <p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ol style="list-style-type: none"> <li>1. Analyze punctuation, Read with fluency</li> <li>2. Analyze structure phrases and clauses, track shifts in time</li> <li>3. Analyze archaic language</li> <li>4. Analyze compare-contrast structure, create timeline</li> <li>5. Analyze story structure</li> </ol> <p><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Collaborative Discussion: Why did Douglass feel that being able to read is a curse?</li> <li>2. Analyze Allusions</li> <li>3. Analyze motivation</li> <li>4. Analyze author’s perspective</li> <li>5. Analyze stanza and rhyme scheme</li> </ol>
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Collection Essential Question: How did the quest for freedom led to the American Civil War?

Collection \_\_\_\_3\_\_\_\_ Unit Planning

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# Collection \_\_\_\_2\_\_\_\_ Unit Planning

## Grade 8      Collection 2      The Thrill of Horror

### Option A:

#### Performance Task Unpacked: Present an Argument (W 1a-e, W 4, W 5, W 8, SL 4, SL 5, SL 6)

The horror genre is intended to inspire terror. In this activity,

1. you will give a speech
2. **arguing**
3. whether a classic of the horror genre, “The Tell-Tale Heart,” is appropriate for your age group to read.

### Skills necessary for Performance Task: Option A

1. contains an engaging introduction that establish the claim
2. support the claim with reason and relevant evidence from a variety of credible sources
3. emphasizes key points in focused coherent manner
4. uses language that effectively conveys ideas and adds interest
5. concludes by leaving the audience with a lasting impression

### Option B:

#### Performance Task Unpacked: Write a Literary Analysis

In this activity, you will

1. write a literary analysis of one or both of the fictional horror stories in this collection.
2. Use the criteria for horror explained in “What Is the Horror Genre?” by Sharon A. Russell to support your analysis.
3. Think about the structure of horror fiction and the tools its authors use, such as suspense and plot.
4. As you analyze the story or stories, pay attention to setting, events, and details that make the work both believable and entertaining.

### Skills necessary for Performance Task: Option B

- provides an introduction that captures the reader’s attention and clearly states the topic
- cites textual evidence that strongly supports the writer’s ideas
- clearly organizes ideas and concepts
- conveys key points through the analysis of relevant content
- provides a strong conclusion that summarizes the analysis

### Texts to be used in Collections:

1. The Tell Tale Heart: short story (Lexile 850)
2. Scary Tales: essay (Lexile 920)
3. The Monkey’s Paw:short story (Lexile 920)
4. The Monkey’s Paw: film

### Key Learning Objective

1. Determine the point of view from which a story is told, evaluate the credibility of a narrator and identify techniques used to create suspense in a fictional account
2. analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style.
3. Determine and analyze a universal theme and analyze foreshadowing in a short story.
4. analyze the choices a filmmaker makes when he

## Collection      2      Unit Planning

<p>5. What is the Horror Genre? : Literary Criticism (Lexile 1030)</p> <p>6. <b>Close Readers:</b></p> <ol style="list-style-type: none"> <li>a. The Outsider: Short Story (Lexile 1270)</li> <li>b. Frankenstein: Poem</li> <li>c. Man-Made Monsters: Essay (Lexile 1210)</li> </ol> <p><b>Independent Reading:</b></p> <ul style="list-style-type: none"> <li>● Masque of the Red Death <i>L1240</i> <ul style="list-style-type: none"> <li>○ Edgar Allan Poe</li> </ul> </li> </ul>	<p>or she decides to adapt a written story to movie form.</p> <p>5. Analyze literary criticism to gain insight into literature</p>
<p><b>Language and Style</b></p> <ol style="list-style-type: none"> <li>1. Using dashes</li> <li>2. Subject-Verb agreement</li> <li>3. Subjunctive mood</li> <li>4.</li> <li>5. Commas</li> </ol>	<p><b>Vocabulary Strategy</b></p> <ol style="list-style-type: none"> <li>1. Use a thesaurus</li> <li>2.</li> <li>3. Using Latin roots</li> <li>4.</li> <li>5. Using Suffixes</li> </ol>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>● -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>● -Model/Practice effective discussions using</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ol style="list-style-type: none"> <li>1. Analyze language repetition, track sequence of events</li> <li>2. Analyze language contractions</li> <li>3. Analyze archaic terms, track character’s action</li> <li>4. Multiple meaning words, viewing with a partner</li> <li>5. Pronoun referents, track criteria</li> </ol> <p><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Analyze voice</li> <li>2. Conduct a debate</li> <li>3. Compare Texts</li> <li>4. Participate in classroom discussion- interactive whiteboard lesson</li> </ol>



## Collection \_\_\_\_2\_\_\_\_ Unit Planning

Close Read Screencasts in class. Students use notes during discussions.

- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question: Why does the Horror Genre both terrify and fascinate?

# Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

Grade 8

Collection 6

The Value of Work

## Performance Task Unpacked: Option A

### Present a Narrative

This collection includes narratives that explore the value of work.

- The excerpt from *The Adventures of Tom Sawyer* and “One Last Time,” for example, relate tales of how two children—one fictional and one real—respond to the idea of work.
- In the following activity, you will script and
- present a narrative
- that reveals a lesson learned through an experience with work.

### Skills necessary for Performance Task: Option A

1. establishes context, appropriate register, and point of view
2. presents a logical sequence of events
3. uses a variety of connecting and transitional words or phrases to link ideas and events
4. employs narrative techniques to bring the story to life
5. provides a conclusion that reflects on the experience

## Performance Task Unpacked: Option B

### Write an Argument

- Write an argument
- that justifies your views about
- whether teenagers should gain work experience during their school years.
- Use evidence from the texts in the collection to support your position.

### Skills necessary for Performance Task: Option B

- contains an engaging introduction that establishes the claim
- supports the claim with credible reasons and evidence
- establishes and maintains a formal style
- includes a conclusion that follows from the argument

### Texts to be used in Collections:

1. *The Adventures of Tom Sawyer*: Novel Excerpt *L1040*
2. *One Last Time*: Memoir *L1140*
3. *Tweens Need Jobs, Not Just Cash*: Argument  
*Teens at Work*: Argument *L1310*

### Key Learning Objective

1. Recognize the characteristics of a story told by an omniscient, third person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer’s style contribute to a humorous tone
2. cite evidence to draw conclusions about a text and analyze imagery and sensory details
3. Analyze an argument and determine whether its claims are sufficiently supported
4. analyze a poem’s form to understand how the

## Collection \_\_\_\_5\_\_\_\_ Unit Planning

<p>4. Chicago: Poem Find Work: Poem My Mother Enters the Work Force: Poem</p> <p>5. Close Reader:</p> <ul style="list-style-type: none"> <li>a. The Flying Machine: Short Story <i>L790</i> The Flying Machine: Graphic Novel</li> <li>b. The Real McCoy: Biography <i>L1250</i></li> <li>c. To be of Use: Poem The Story of How a Wall Stands</li> </ul> <p><b>Independent/ Additional Reading Collection:</b></p> <ul style="list-style-type: none"> <li>● The Village Blacksmith <ul style="list-style-type: none"> <li>○ Henry Wadsworth Longfellow</li> </ul> </li> <li>● From Roughing It <ul style="list-style-type: none"> <li>○ Mark Twain</li> </ul> </li> <li>● The Chimney Sweeper (from Songs of Innocence) <ul style="list-style-type: none"> <li>○ William Blake</li> </ul> </li> <li>● The Chimney Sweeper (from Songs of Experience) <ul style="list-style-type: none"> <li>○ William Blake</li> </ul> </li> </ul>	<p>use of figurative language emphasizes certain ideas</p>
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● interrogative mood</li> <li>● semicolon and run-ons</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● verbal irony and puns</li> <li>● using a dictionary</li> <li>● using greek suffixes</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ol style="list-style-type: none"> <li>1. Analyze language: dialect, model fluency</li> <li>2. Track sequence of events</li> <li>3. Track reasons and evidence</li> <li>4. Analyze rhythm</li> </ol> <p><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Create dialogue</li> <li>2. Brainstorm titles</li> <li>3. Evaluate argument</li> <li>4. Create a poem</li> </ol>

## Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question: What are the benefits and challenges that are part of being a worker?

# Collection 1- Bold Actions Unit Planning

## Grade 8 Collection 1 Culture and Belonging

### Performance Task Unpacked:

#### Option A: Write an Informative Essay

(W2a-f, W4, W5, W8):

This collection focuses on immigration and its impact. You read texts about adjusting to a new culture. In this activity, research and write a short informative essay on the best ways for people from other countries to adjust to living in the United States.

1. provide an introduction that catches the reader's attention and clearly state the topic.
2. develop the topic using facts, definitions, examples, and quotations
3. logically organize main ideas and supporting details
4. use appropriate transitions to connect ideas
5. provide a conclusion that summarizes and supports the topic

#### Option B: Write a Personal Narrative(W3a-e, W4, W5, W10):

Like the characters in "My Favorite Chaperone," and "The Latehomecomer, many people struggle to adjust to new situations or to fit in with different groups. think about a time when you faced that type of challenge and write a personal narrative about your own experience.

1. establish a situation and introduce a narrator and characters
2. organize a well-structured event sequence that unfolds naturally and logically
3. use narrative techniques such as dialogue, pacing, relevant descriptive details, and reflection to develop experiences
4. provide a conclusion that follows from and reflects on the narrated experiences and events

### Skills necessary for Performance Task:

#### Option A: Informative Essay

- identify and understand issues that seem common to the characters and people in the collection's texts.
  - How are lives different for immigrants; cost of living or maintaining ties to the country of origin, cultural differences?
- identify in research answers to relevant questions such as
  - Where can people go to find tips for adjusting to life in the United States?
  - What are some of the biggest obstacles to adjusting to life in a new country?
  - What sources are available to immigrants when they first arrive
- identify relevant and credible resources
- understanding purpose and audience

#### Option B: Write a Personal Narrative(W3a-e, W4, W5, W10):

- Establish the situation
  - Have you faced a situation in which you need to fit in or adjust to something new? How did you deal with it?

# Collection 1- Bold Actions Unit Planning

- How were the strategies you used similar to or different from the strategies that the characters in the selections used?
- What contribute to making the event significant for you?
- Identify point of view; first person or third
- Sequencing of events in an order that make sense to the reader
  - use of graphic organizer
- Use of sensory details
- Consideration of purpose and audience

**Texts to be used in Collections:**

1. My Favorite Chaperone (L790)
2. Bonne Ammee (L700)
3. A Place to Call Home (L1220)
4. The Latecomer (L940)
5. New Immigrants Share Their Stories
6. Powwow at the End of the World
7. **Close Reader**
  - Golden Glass *L1010*
  - What to Bring *L1010*
  - Museum Indians *L850*

**Independent Reading Selections:**

- Jaw of Life *L910*
  - Jack London

**Key Learning Objective**

1. Recognize and analyze the elements of a story's plot and the author's methods of characterizations
2. Analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details
3. Use text features and graphic aids to analyze and understand a nonfiction text
4. Analyze imagery and figurative language to better understand a memoir.
5. Recognize elements used in a documentary and understand and evaluate the purpose of each one
6. Use imagery and allusion to make inferences about the deeper meaning of a poem.

**Language and Style**

- Imperative Mood
- Participles
- Active and Passive Voice

**Vocabulary Strategy**

1. Context Clues
2. Using a Glossary
3. Using Greek Prefixes
4. Using Latin Prefixes

**Instructional Support**

- -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- -Paraphrase/reword large paragraphs from

**Differentiated Instruction**

**Reteach**

1. Use graphic organizer to keep track of story events
2. Use an idea support map to keep track of central ideas and supporting details

## Collection 1- Bold Actions Unit Planning

the texts in order to support comprehension.

- -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

3. Use an idea support map to keep track of central ideas and supporting details. As they continue reading, repeat with subheading for Part 2.
4. Use the cause and effect graphic organizer to help students keep track of the new law's effect on Yang and her family.
5. Review the term *motive* with students and discuss different motives that filmmakers might have when they make a documentary. Use this graphic to evaluate this documentary.
6. Analyze Modern fiction - interactive whiteboard lesson

### **Extend**

1. Analyze character choices
2. Determine Author's Purpose
3. Collaborative discussion: Have students discuss the responses of the immigrants surveyed and compare them to their own attitudes about life in the United States.
4. Create examples of imagery, similes, and metaphors
5. Create your own documentary dealing with an issue at this school.
6. Determine meaning of words and phrases: allusion

### **Collection Essential Question:**

What does it mean to face challenges fearlessly , even if it means failing in the attempt?

# Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

Grade 8

Collection 6

The Value of Work

## Performance Task Unpacked: Option A

### Present a Narrative

This collection includes narratives that explore the value of work.

- The excerpt from *The Adventures of Tom Sawyer* and “One Last Time,” for example, relate tales of how two children—one fictional and one real—respond to the idea of work.
- In the following activity, you will script and
- present a narrative
- that reveals a lesson learned through an experience with work.

### Skills necessary for Performance Task: Option A

1. establishes context, appropriate register, and point of view
2. presents a logical sequence of events
3. uses a variety of connecting and transitional words or phrases to link ideas and events
4. employs narrative techniques to bring the story to life
5. provides a conclusion that reflects on the experience

## Performance Task Unpacked: Option B

### Write an Argument

- Write an argument
- that justifies your views about
- whether teenagers should gain work experience during their school years.
- Use evidence from the texts in the collection to support your position.

### Skills necessary for Performance Task: Option B

- contains an engaging introduction that establishes the claim
- supports the claim with credible reasons and evidence
- establishes and maintains a formal style
- includes a conclusion that follows from the argument

### Texts to be used in Collections:

1. *The Adventures of Tom Sawyer*: Novel Excerpt *L1040*
2. *One Last Time*: Memoir *L1140*
3. *Tweens Need Jobs, Not Just Cash*: Argument  
*Teens at Work*: Argument *L1310*

### Key Learning Objective

1. Recognize the characteristics of a story told by an omniscient, third person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer’s style contribute to a humorous tone
2. cite evidence to draw conclusions about a text and analyze imagery and sensory details
3. Analyze an argument and determine whether its claims are sufficiently supported
4. analyze a poem’s form to understand how the



## Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

<p>4. Chicago: Poem Find Work: Poem My Mother Enters the Work Force: Poem</p> <p>5. Close Reader:</p> <p style="padding-left: 20px;">a. The Flying Machine: Short Story <i>L790</i> The Flying Machine: Graphic Novel</p> <p style="padding-left: 20px;">b. The Real McCoy: Biography <i>L1250</i></p> <p style="padding-left: 20px;">c. To be of Use: Poem The Story of How a Wall Stands</p> <p><b>Independent/ Additional Reading Collection:</b></p> <ul style="list-style-type: none"> <li>● The Village Blacksmith             <ul style="list-style-type: none"> <li>○ Henry Wadsworth Longfellow</li> </ul> </li> <li>● From Roughing It             <ul style="list-style-type: none"> <li>○ Mark Twain</li> </ul> </li> <li>● The Chimney Sweeper (from Songs of Innocence)             <ul style="list-style-type: none"> <li>○ William Blake</li> </ul> </li> <li>● The Chimney Sweeper (from Songs of Experience)             <ul style="list-style-type: none"> <li>○ William Blake</li> </ul> </li> </ul>	<p>use of figurative language emphasizes certain ideas</p>
<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>● interrogative mood</li> <li>● semicolon and run-ons</li> </ul>	<p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>● verbal irony and puns</li> <li>● using a dictionary</li> <li>● using greek suffixes</li> </ul>
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● -Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>● -Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>● -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Reteach</b></p> <ol style="list-style-type: none"> <li>1. Analyze language: dialect, model fluency</li> <li>2. Track sequence of events</li> <li>3. Track reasons and evidence</li> <li>4. Analyze rhythm</li> </ol> <p><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Create dialogue</li> <li>2. Brainstorm titles</li> <li>3. Evaluate argument</li> <li>4. Create a poem</li> </ol>

## Collection \_\_\_\_ 5 \_\_\_\_ Unit Planning

- -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question: What are the benefits and challenges that are part of being a worker?

**Argument Writing Rubric  
Grade 8**

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces precise claim(s) (9-10W1a)</li> <li>▪ distinguishes the claim(s) from alternate or opposing claims (9-10W1a)</li> <li>▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence (9-10W1a)</li> <li>▪ uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (9-10W1c)</li> <li>▪ skillfully provides a concluding statement or section that follows from and supports the argument presented (9-10W1e)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the claim(s) (8W1a)</li> <li>▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a)</li> <li>• organizes reasons and evidence logically (8W1a)</li> <li>• uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c)</li> <li>• provides a concluding statement or section that follows from and supports the argument presented (8W1e)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to introduce the claim(s)</li> <li>▪ attempts to acknowledge and distinguish the claim(s) from alternate or opposing claims</li> <li>▪ attempts to organize reasons and evidence logically</li> <li>▪ attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>▪ attempts to provide a concluding statement or section that follows from and supports the argument presented</li> <li>▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to introduce the claim(s)</li> <li>• makes little or no attempt to acknowledge and distinguish the claim(s) from alternate or opposing claims</li> <li>• makes little or no attempt to organize reasons and evidence logically</li> <li>• makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented</li> <li>• makes little to no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/Purpose 2 X</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (9-10W1.b)</li> <li>▪ uses relevant information from multiple authoritative print and digital sources (9-10W8)</li> <li>▪ integrates information into the text selectively to maintain the flow of ideas avoids plagiarism (9-10W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b)</li> <li>▪ uses accurate, credible resources (8W1b)</li> <li>▪ uses relevant information from multiple print and digital sources (8W8)</li> <li>▪ appropriately quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)</li> <li>▪ follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to support claim(s) with clear reasons and relevant and sufficient evidence</li> <li>• attempts to use accurate, credible resources</li> <li>▪ attempts to use relevant information from multiple print and digital sources</li> <li>▪ attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism</li> <li>▪ attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little to no attempt to support claim(s) with clear reasons and relevant and sufficient evidence</li> <li>• makes little to no attempts to use accurate, credible resources</li> <li>• makes little or no attempt to use relevant information from multiple print and digital sources</li> <li>• makes little to no attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism</li> <li>• makes little to no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p>Evidence/Elaboration 2 X</p>

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (9-10W1d)</li> <li>▪ skillfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>▪ has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style (8.W.1d)</li> <li>▪ employs language and tone appropriate to purpose and audience (L3)*</li> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)*</li> <li>▪ has errors that do not interfere with understanding (8L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to establish and maintain a formal style</li> <li>• attempts to employ language and tone appropriate to purpose and audience</li> <li>• attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little to no attempt to establish and maintain a formal style</li> <li>• makes little to no attempt to employ language and tone appropriate to purpose and audience</li> <li>• makes little to no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that interfere with understanding</li> </ul>	Language/Conventions = 1 X

Non-scorable responses: insufficient information, copied text, in language other than English, off topic, off purpose (see *Text-Based Scoring Guidelines*).

\*Conventions Chart p. 3

## CONVENTIONS CHART GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Comma, Ellipsis, Dash(8L2a):</p> <ul style="list-style-type: none"> <li>• To indicate a pause or break Ellipsis (...):</li> <li>• To show omitted words)</li> <li>• Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>• Correctly uses verbs in the active and passive voice (8L1b)</li> <li>• Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c)</li> <li>• Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d)</li> <li>• Avoids inappropriate shifts in verb tense (8L1)*</li> </ul> <p>Pronouns (previous grade L1c):</p> <ul style="list-style-type: none"> <li>• Avoids inappropriate shifts in pronoun number and person*</li> <li>• Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p>Agreement (previous grade L1d) :</p> <ul style="list-style-type: none"> <li>• Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags)</li> <li>• Subjects and verbs agree (People who forget the words just hum the tune)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>• Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid “fused” sentences*</li> <li>• Avoids sentence fragments*</li> <li>• May use purposeful fragments.</li> </ul>

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Informative/Explanatory Writing Rubric Grade 8

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic (9-10W2a)</li> <li>▪ organizes complex ideas, concepts, and information to make important connections and distinctions (9-10W2a)</li> <li>▪ uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (9-10W2c)</li> <li>▪ skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (9-10W2f)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic clearly, previewing what is to follow (8W2a)</li> <li>▪ organizes ideas, concepts, and information into broader categories (8W2a)</li> <li>▪ uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (8W2c)</li> <li>▪ provides a concluding statement or section that follows from and supports the information or explanation presented (8W2f)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing -</p> <ul style="list-style-type: none"> <li>▪ attempts to introduce the topic clearly, previewing what is to follow</li> <li>▪ attempts to organize ideas, concepts, and information into broader categories</li> <li>▪ attempts to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>▪ attempts to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing -</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to introduce the topic clearly, previewing what is to follow</li> <li>▪ makes little or no attempt to organize ideas, concepts, and information into broader categories</li> <li>▪ makes little or no attempt to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>▪ makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<b>Organization/Purpose</b> 2 x _____ = _____
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic (9-10W2b)</li> <li>▪ skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (9-10W2a)</li> <li>▪ uses precise language and domain-specific vocabulary to manage the complexity of the topic (9-10W2d)</li> <li>▪ uses relevant information from multiple authoritative print and digital sources (9-10W8) integrates information into the text selectively to maintain the flow of ideas and avoid plagiarism (9-10W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (8W2b)</li> <li>▪ includes formatting, graphics, and multimedia when useful to aiding comprehension (8W2a)</li> <li>▪ uses precise language and domain-specific vocabulary to inform about or explain the topic (8W2d)</li> <li>▪ uses relevant information from multiple print and digital sources (8W8)</li> <li>• quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)</li> <li>▪ follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>▪ attempts to include formatting, graphics, and multimedia when useful to aiding comprehension</li> <li>▪ attempts to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• attempts to use relevant information from multiple print and digital sources</li> <li>• attempts to quote or paraphrase data and conclusion of others while avoiding plagiarism</li> <li>▪ attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>▪ makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension</li> <li>▪ makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>▪ makes little or no attempt to use relevant information from multiple print and digital sources</li> <li>▪ makes little or no attempt to quote or paraphrase data and conclusion of others while avoiding plagiarism</li> <li>_____ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<b>Evidence/Elaboration</b> 2 x _____ = _____
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W2e)</li> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2) *</li> <li>▪ has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• establishes and maintains a formal style (8W2e)</li> <li>• maintains consistency in style and tone (L3)*</li> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8WL1-2)*</li> <li>• has errors that do not interfere with understanding (8WL1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to establish and maintain a formal style</li> <li>• attempts to maintain consistency in style and tone</li> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to establish and maintain a formal style</li> <li>• makes little or no attempt to maintain consistency in style and tone</li> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that interfere with understanding</li> </ul>	<b>Language/Conventions</b> 1 x _____ = _____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	Comma, Ellipsis, Dash(8L2a): <ul style="list-style-type: none"> <li>To indicate a pause or break Ellipsis (...):</li> <li>To show omitted words)</li> <li>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</li> </ul>	Verbs: <ul style="list-style-type: none"> <li>Correctly uses verbs in the active and passive voice (8L1b)</li> <li>Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c)</li> <li>Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d)</li> <li>Avoids inappropriate shifts in verb tense (8L1)*</li> </ul> Pronouns (previous grade L1c): <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> Agreement (previous grade L1d) : <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags)</li> <li>Subjects and verbs agree (People who forget the words just hum the tune)</li> </ul> Frequently Confused Words: <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid “fused” sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

**NARRATIVE WRITING RUBRIC  
GRADE 8**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ engages and orients the reader by setting out a problem, situation or observation (9-10W3a)</li> <li>▪ establishes one or multiple point(s) of view (9-10W3a)</li> <li>▪ skillfully introduces a narrator and/or characters (9-10W3a)</li> <li>▪ creates a smooth progression of experiences or events (9-10W3a)</li> <li>▪ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole (9-10W3c)</li> <li>▪ integrates information into the text selectively to maintain the flow of ideas (9-10W8)</li> <li>▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (9-10W3e)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ engages and orients the reader by establishing a context and point of view (8W3a)</li> <li>▪ introduces a narrator and/or characters (8W3a)</li> <li>▪ organizes an event sequence that unfolds naturally and logically (8W3a)</li> <li>▪ uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events (8W3c)</li> <li>▪ provides a conclusion that follows from the narrated experiences or events (8W3e)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to engage and orient the reader by establishing a context and point of view</li> <li>▪ attempts to introduce a narrator and/or characters</li> <li>▪ attempts to organize an event sequence that unfolds naturally and logically</li> <li>▪ attempts to use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>▪ attempts to provide a conclusion that follows from the narrated experiences or events</li> <li>▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to engage and orient the reader by establishing a context and point of view</li> <li>▪ makes little or no attempt to introduce a narrator and/or characters</li> <li>▪ makes little or no attempt to organize an event sequence that unfolds naturally and logically</li> <li>▪ makes little or no attempt to use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>▪ makes little or no attempt to provide a conclusion that follows from the narrated experiences or events</li> <li>▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/Purpose 2 X =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (9-10W3b)</li> <li>▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters (9-10W3d)</li> <li>▪ uses relevant information from multiple authoritative print and digital sources, when appropriate (9W-108)</li> <li>▪ quotes or paraphrases while avoiding plagiarism (9-10W8)</li> <li>▪ follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b)</li> <li>▪ uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d)</li> <li>▪ uses relevant information from multiple print and digital sources, when appropriate (8W8)</li> <li>▪ quotes or paraphrases while avoiding plagiarism (8W8)</li> <li>▪ follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters</li> <li>▪ attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>▪ attempts to use relevant information from multiple print and digital sources, when appropriate</li> <li>▪ attempts to quote or paraphrase while avoiding plagiarism</li> <li>▪ follows a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters</li> <li>▪ makes little or no attempt to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>▪ makes little or no attempt to use relevant information from multiple print and digital sources, when appropriate</li> <li>▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism</li> <li>▪ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p>Evidence/Elaboration 2 X =</p>



Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<ul style="list-style-type: none"> <li>• conforms to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate (9-10L3a)</li> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>• has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• maintains consistency in style and tone (L3)*</li> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)*</li> <li>• has errors that do not interfere with understanding (8L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to maintain consistency in style and tone</li> <li>• attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to maintain consistency in style and tone</li> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	Language/Conventions 1 X =

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 3

## CONVENTIONS CHART GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Comma, Ellipsis, Dash(8L2a):</p> <ul style="list-style-type: none"> <li>• To indicate a pause or break Ellipsis (...):</li> <li>• To show omitted words)</li> <li>• Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>• Correctly uses verbs in the active and passive voice (8L1b)</li> <li>• Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c)</li> <li>• Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d)</li> <li>• Avoids inappropriate shifts in verb tense (8L1)*</li> </ul> <p>Pronouns (previous grade L1c):</p> <ul style="list-style-type: none"> <li>• Avoids inappropriate shifts in pronoun number and person*</li> <li>• Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p>Agreement (previous grade L1d) :</p> <ul style="list-style-type: none"> <li>• Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags)</li> <li>• Subjects and verbs agree (People who forget the words just hum the tune)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>• Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid “fused” sentences*</li> <li>• Avoids sentence fragments*</li> <li>• May use purposeful fragments.</li> </ul>

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

# PERFORMANCE TASK B RUBRIC

## LITERARY ANALYSIS

### Ideas and Evidence

### Organization

### Language

4

- The thesis statement is clearly presented and makes a strong statement about symbolism in the text.
- Specific, relevant details support the key points.
- The concluding section summarizes the analysis and offers an insight.

- Key points and supporting details are organized effectively and logically throughout the literary analysis.
- Transitions successfully show the relationships between ideas.

- Language is precise and captures the writer's thoughts with originality.
- Nouns and noun phrases add rich details.
- Grammar, usage, and mechanics are correct.

3

- The thesis statement makes a point about symbols in the text.
- Some key points need more support.
- The concluding section summarizes most of the analysis but does not offer an insight.

- The organization of key points and supporting details is mostly clear.
- A few more transitions are needed to clarify the relationships between ideas.

- Most language is precise.
- Some nouns and noun phrases add details.
- Some errors in grammar, usage, and mechanics occur.

2

- The thesis statement only hints at a main point.
- Details support some key points but often are too general.
- The concluding section gives an incomplete summary without insight.

- Most key points are organized logically, but many supporting details are out of place.
- More transitions are needed throughout the literary analysis to connect ideas.

- Language is repetitive or too general at times.
- Few nouns and noun phrases add details.
- Several errors in grammar, usage, and mechanics occur, but the writer's ideas are still clear.

1

- The thesis statement is missing.
- Details and evidence are irrelevant or missing.
- The literary analysis lacks a concluding section.

- A logical organization is not apparent.
- Transitions are not used.

- Language is inaccurate, repetitive, and too general.
- No details are added by nouns or noun phrases.
- Errors in grammar, usage, and mechanics obscure the meaning of the writer's ideas.

# PERFORMANCE TASK B RUBRIC

## MULTIMEDIA CAMPAIGN

### Ideas and Evidence

### Organization

### Language

4

- All parts of the campaign clearly state a position and a call for action.
- Logical reasons and relevant evidence support the claim.
- Counterarguments are addressed.
- The campaign's message is strong and unified throughout.

- The reasons and evidence are organized logically and consistently to persuasive effect.
- Transitions connect reasons and evidence to the writer's claim.

- The editorial is presented in a consistent, formal style.
- Grammar, mechanics, and usage are correct.

3

- A position is stated but could be more clear.
- Reasons and evidence could be more convincing.
- Responses to counterarguments need development.
- The campaign's message is strong and mostly unified.

- The organization of reasons and evidence is confusing in places.
- A few more transitions are needed to connect reasons and evidence to the claim.

- The style of the editorial becomes informal in a few places.
- Some errors in grammar, usage, and mechanics occur.

2

- The writer's position is not clear.
- Some reasons and evidence are not logical or relevant.
- Opposing claims are not addressed logically.
- The campaign's message is somewhat inconsistent.

- The organization of reasons and evidence is logical in some places, but it does not follow a clear pattern.
- Many more transitions are needed to connect reasons and evidence to the claim.

- The style of the editorial becomes informal in many places.
- Grammar, usage, and mechanics are incorrect in many places.

1

- No position is stated.
- Reasons and evidence are missing.
- Opposing claims are not anticipated or addressed.
- The campaign lacks a unified message.

- A logical organization is not used; reasons and evidence are presented randomly.
- Transitions are not used, making the argument difficult to understand.

- The style is inappropriate for the argument.
- Errors in grammar, usage, and mechanics obscure the meaning of ideas.

# PERFORMANCE TASK B RUBRIC

## LITERARY ANALYSIS

### Ideas and Evidence

### Organization

### Language

4

- The thesis statement presents a specific idea about the work(s).
- Concrete, relevant details support the key points.
- The concluding section summarizes the analysis and offers an insight.

- Key points and supporting details are organized effectively and logically throughout the literary analysis.
- Transitions successfully show the relationships between ideas.

- Language is precise and captures the writer's thoughts with originality.
- Ideas are condensed in precise, detailed sentences.
- Grammar, usage, and mechanics are correct.

3

- The thesis statement sets up criteria for the analysis.
- Some key points need more support.
- The concluding section summarizes most of the analysis but doesn't offer an insight.

- The organization of key points and supporting details is mostly clear.
- A few more transitions are needed to clarify the relationships between ideas.

- Most language is precise.
- Some ideas are condensed in precise, detailed sentences.
- Some errors in grammar, usage, and mechanics occur.

2

- The thesis statement only hints at a main point.
- Details support some key points but often are too general.
- The concluding section gives an incomplete summary without insight.

- Most key points are organized logically, but many supporting details are out of place.
- More transitions are needed throughout the literary analysis to connect ideas.

- Language is repetitive or too general at times.
- Few ideas are condensed in precise, detailed sentences.
- Many errors in grammar, usage, and mechanics occur, but the writer's ideas are still clear.

1

- The thesis statement is missing.
- Details and evidence are irrelevant or missing.
- The literary analysis lacks a concluding section.

- A logical organization is not apparent.
- Transitions are not used.

- Language is inaccurate, repetitive, and too general.
- Ideas are not condensed.
- Errors in grammar, usage, and mechanics obscure the meaning of the writer's ideas.

# PERFORMANCE TASK A RUBRIC

## COLLABORATIVE DISCUSSION

	Ideas and Evidence	Organization	Language
<b>4</b>	<ul style="list-style-type: none"> <li>• The panelist clearly states a valid generalization and supports it with strong, relevant ideas and well-chosen evidence from the texts.</li> <li>• The panelist carefully evaluates others' evidence and reasoning and responds with insightful comments and questions.</li> <li>• The panelist synthesizes the analysis of the texts to help listeners understand the generalization.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist's remarks are based on a well-organized outline that clearly identifies the generalization, the supporting ideas, and the evidence.</li> <li>• The panelist concludes with a statement that reinforces the generalization and includes the ideas that have emerged from the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist adapts speech to the context of the discussion, using appropriately formal English to discuss the texts and ideas.</li> <li>• The panelist consistently quotes accurately from the texts to support ideas.</li> <li>• The panelist consistently maintains a polite and thoughtful tone throughout the discussion.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The panelist states a generalization and supports it with relevant ideas and evidence from the texts.</li> <li>• The panelist evaluates others' evidence and reasoning and responds with appropriate comments and questions.</li> <li>• The panelist synthesizes some ideas and links to the generalization.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist's remarks are based on an outline that identifies the generalization, supporting ideas, and evidence.</li> <li>• The panelist concludes with a statement that reinforces the generalization.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist mostly uses formal English to discuss literature and ideas.</li> <li>• The panelist mostly quotes accurately from the texts to support ideas.</li> <li>• The panelist maintains a polite and thoughtful tone throughout most of the discussion.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The panelist states a reasonably clear generalization and supports it with some ideas and evidence.</li> <li>• The panelist's response to others' comments shows limited evaluation of the evidence and reasoning.</li> <li>• The panelist does not synthesize ideas but simply repeats the generalization in a vague way.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist's remarks reflect an outline that may identify the generalization but does not organize ideas and evidence very effectively.</li> <li>• The panelist makes a weak concluding statement that does little to reinforce the generalization.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist uses some formal and some informal English to discuss the texts and ideas.</li> <li>• The panelist's quotations and examples sometimes do not accurately reflect the texts.</li> <li>• The panelist occasionally forgets to maintain a polite tone when responding to others' comments and questions.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The panelist's generalization is unclear; ideas and evidence are not coherent.</li> <li>• The panelist does not evaluate others' evidence and reasoning.</li> <li>• The panelist does not synthesize ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist does not follow an outline that organizes ideas and evidence.</li> <li>• The panelist's remarks lack any kind of conclusion or summary.</li> </ul>	<ul style="list-style-type: none"> <li>• The panelist uses informal English and/or slang, resulting in a lack of clarity.</li> <li>• The panelist's quotations and examples do not accurately reflect the texts.</li> <li>• The panelist does not maintain a polite tone when responding to others' comments and questions.</li> </ul>



Positive Outcomes Charter School  
9<sup>th</sup> Grade  
English Language Arts Curriculum Documents

ELA Scope and Sequence  
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed		Anchor Text	Summative Performance Task (**indicates a Common Assessment)
<p><b>Unit 1: Collection 1 Finding Common Ground</b></p>	<p><b>September-October</b></p>	<p>RI 1, RI 4, RI 5, RI 6, RI 8 W 1, <b>W 1a</b>, <b>W 1b</b>, L 1b, L 4, L 4b</p>		<p>A Quilt of a Country Argument by Anna Quindlen (Lexile 1260 L)</p>	<p><b>*Diagnostic Test</b></p> <p><b>Writing Activity: Argument Writing Activity(W 1a-b):</b></p> <p>Using what you have learned about how to develop an argument, write and support a claim about a positive aspect of your school or community.</p> <ol style="list-style-type: none"> <li>1. Think about something you feel is an important, positive feature of your school or community. Write a claim about it.</li> <li>2. Make notes about the reasons that support your claim. Then collect evidence that supports your reasons. Consider an opposing claim and list valid counterarguments.</li> <li>3. Write a draft of your argument. Work carefully to present your reasons and evidence in a logical order.</li> <li>4. Revise your draft to eliminate unrelated or illogical evidence. Finally, check your work to make sure you have used the conventions of standard English.</li> </ol>
		<p>RL 1, RL 2, RL 4, RL 5, RL 6, <b>W 3</b>, L 1b, L 3, L 4c</p>		<p>Once Upon a Time Short Story by Nadine Gordimer</p>	<p><b>Speaking Activity: Fairy Tale Speaking Activity (W 3):</b></p> <p>Nadine Gordimer uses her writing to convey ideas about the society and country she lives in. Explore this idea by developing a modern fairy tale that you can perform with a partner.</p>



				(Lexile 1390 L)	<ol style="list-style-type: none"> <li>1. Identify a community or school event that has happened or that you have observed. Then make notes about the two characters and plot a fairy tale.</li> <li>2. Think about a theme for your fairy tale. For example, you might consider the themes of fairness, justice, or equality. What important symbols can you include to convey your theme?</li> <li>3. Combine your ideas to write a short fairy tale that conveys a message. Refer back to “Once Upon a Time” to examine how Nadine Gordimer wrote using a fairy tale structure.</li> <li>4. Perform your fairy tale with your partner. Ask your audience to evaluate if you were successful in conveying your underlying message.</li> </ol>
		RL 1, RL 2, RL 4, RL 5, <b>RL 7</b>		<p>Views of the Wall Photo Essay (Lexile N/A)</p> <p>The Vietnam Wall Poem by Alberto Rios (Lexile N/A)</p>	<p><b>Media Activity: Reflection</b> <b>Media Reflection (RL 7):</b></p> <p>Choose between two mediums (Activity A or B) to express ideas about the value of war memorials.</p> <ol style="list-style-type: none"> <li>A. Think about the ideas expressed in the poem and the photo essay. Draw a picture or paint a scene to express similar ideas. Then write a short description of the difference between what a painting or drawing can express as compared to photographs or a poem.</li> <li>B. Work with a partner to produce a short video interviewing classmates and teachers about the memorial. Include a final scene in which you and your partner discuss the advantages and disadvantages of using film to capture emotions about the memorial.</li> </ol>

		RI 1, RI 4, RI 5, RI 6, RI 8 W 1, W 1a, W 1b, L 1b, L 4, L 4b		Close Reader: Making the Future better, together (Lexile 1170L)	
		RL 1, RL 2, RL 4, RL 5, RL 6, W 3, L 1b, L 3, L 4c		Close Reader: Night Calls (Lexile 1101L)	
		RL 1 RL 2 RL 4 RL 6 <b>SL 1</b> L 5b		Rituals of Memory (Lexile 1380L)	<p><b>Speaking Activity: Discussion (SL 1)</b></p> <p>In her essay, Blaeser lists a few mementoes that are linked to memorable events in her life. What connections can you make between objects and memories? Share your reflections in a group discussion.</p> <ol style="list-style-type: none"> <li>1. Collect two keepsakes or souvenirs that represent meaningful events from your life, events that you are willing to discuss. Make notes on how these objects serve as reminders and why the events are important to you.</li> <li>2. Bring your notes to a group discussion along with your mementoes, if you can. If not, take a photograph or video recording of the objects to show. Share your objects, describe your events, and explain their significance.</li> </ol>
		RL 1 RL 6 RL 9 <b>SL 1d SL 6</b> L 1a L4a		The Gettysburg Address (Lexile 1170L)	<p><b>Speaking Activity: Informative Presentation</b></p>

				<p>The Gettysburg Address is one of the most famous speeches in U. S. history. Work in a small group to prepare an oral presentation of the speech. Follow these steps:</p> <ol style="list-style-type: none"> <li>1. Reread the speech silently to yourself, making notes about pacing and emphasis. Pay particular attention to the effects of punctuation on your presentation.</li> <li>2. In a small group, have a volunteer read the speech aloud. Discuss any questions about the meaning of the speech and the best way to present it. Summarize in writing points of agreement and disagreement, acknowledging that different people may want to emphasize different words or phrases in the speech.</li> <li>3. Practice your speech with a partner. After each partner has delivered the speech, discuss what was effective in the performance. Use your summary to help guide your constructive criticism.</li> <li>4. Use the feedback from your partner to deliver the speech to your class.</li> </ol>
		<p>RL 1 RL 6 RL 9 SL 1d SL 6 L 1a L4a</p>		<p>Close Reader: Oklahoma Bombing Memorial Address (Lexile 1060L)</p>
				<p>Independent Reading: Of Mice and Men</p> <p>They are an unlikely pair: George is "small and quick and dark of face"; Lennie, a man of tremendous size, has the mind of a young child. Yet they have formed a "family," clinging together in the face of loneliness and alienation.</p>

				<p>Laborers in California's dusty vegetable fields, they hustle work when they can, living a hand-to-mouth existence. For George and Lennie have a plan: to own an acre of land and a shack they can call their own. When they land jobs on a ranch in the Salinas Valley, the fulfillment of their dream seems to be within their grasp. But even George cannot guard Lennie from the provocations of a flirtatious woman, nor predict the consequences of Lennie's unswerving obedience to the things George taught him.</p>
				<p><b>Unit Assessment(s):</b></p> <p><b>Option A.</b></p> <p><b>Speaking Activity: Present a Speech (SL 4, SL 6):</b>          This collection focuses on the conflict and the tension between individuals and society-from the individual's struggle to be part of a nation's struggle to unite for a common cause. Look back at the anchor text, "A Quilt of a Country," and the other texts you have read in this collection. Synthesize your ideas about them by preparing and presenting a speech.</p> <p><b>Option B.</b></p> <p><b>Writing Activity: Analytical Essay: (W 2 a-f, W 4, W 5, W 9a-b):</b></p> <p>This collection focuses on the conflict and the tension between individuals and society-from the individual's struggle to be a part of a society to a nation's struggle to unite for a common cause. Look back at the anchor text, "Once Upon a Time," and at the other texts you have read in this collection. Synthesize your ideas about them by writing an analytical essay.</p> <p><b>Collection Test 1</b></p>

<p><b>Unit 2</b> <b>Collection 2</b> <b>The Struggle for Freedom</b></p>	<p><b>November-December</b></p>	<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, RI 9, <b>W 2, L 1a</b></p>		<p>I Have a Dream Speech by Martin Luther KIng Jr. (Lexile 1120 L)</p>	<p><b>Writing Activity: Analysis (W 2):</b></p> <p>In Collection 1, you read another seminal United States speech, Abraham Lincoln’s Gettysburg Address. Compare the ideas in Lincoln’s speech to “I Have a Dream.” Write a one-to-two-page analytical essay in which you compare how Lincoln and King address the theme of freedom.</p> <ol style="list-style-type: none"> <li>1. Identify each speaker’s purpose.</li> <li>2. Evaluate how the idea of freedom is articulated in each speech.</li> <li>3. Give examples of how each speaker uses rhetorical devices to achieve his purpose.</li> <li>4. Use the conventions of standard English.</li> </ol>
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, RI 9, <b>W 2, L 1a</b></p>		<p>Close Reader: A Eulogy For Dr. Martin Luther King</p>	
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, <b>W 3,</b> <b>W 3d, L 4c</b></p>		<p><i>from</i> Nobody Turn Me Around: A People’s History of the 1963 March on Washington History Text by Charles Euchner (Lexile 1030L)</p>	<p><b>Writing Activity: Account (W 3):</b></p> <p>Imagine that you were in the audience for King’s speech and write a one-page first-person account of your experience.</p> <ul style="list-style-type: none"> <li>● Gather information and impressions about the event from both the history text and the video.</li> <li>● Consider how you would respond in that situation, and write a one-page letter or diary entry.</li> <li>● Be sure to include specific details that convey the atmosphere in the Mall.</li> <li>● Use the conventions of standard written English.</li> </ul>

				America The Story of Us: March on Washingto n (A&E Television Networks, LLC, 2011)	
		RI 1, RI 3, RI 4, <b>W 2b, W 5,</b> <b>W 7, W 8,</b> <b>SL 4, L 1b, L</b> 4c, L 4d, L 6		<i>from</i> Cairo: My City, Our Revolution Diary by Ahdaf Soueif (Lexile 990L)	<b>Research Activity: Oral Report (W 2b, W 7, W 8, SL 4):</b>  In her diary, Ahdaf Soueif provides her own personal account of the Egyptian revolution of 2011. Explore the topic in greater depth through two brief tasks:  <ol style="list-style-type: none"> <li>1. Conduct research about a specific event in the revolution. Gather information from multiple sources and remember to cite them following standard format.</li> <li>2. Write a brief report of your findings and share it with the class. Be sure to include well-chosen, relevant, and sufficient facts in your report.</li> </ol>
		RL 1 RL 2 RL 6 <b>RL 7 W3 W6</b> <b>L3 L4 L 5b</b>		Memoir by Azar Nafisi From Reading Lolita in Tehran (Lexile 1150L)  Graphic Novel by	Media Activity: Graphic Novel Imagine that Nafisi had written her memoir in the form of a graphic novel. How would she have integrated graphics and rhetoric? <ul style="list-style-type: none"> <li>• Using a computer or poster board and a pencil, create a series of graphic novel panels that follow Sanaz as she leaves the author’s home.</li> <li>• Add captions and speech and thought bubbles, including details from the memoir that you think advance the story.</li> </ul>

				<p>Marjane Satrapi from Persepolis (Lexile 1150L)</p>	<ul style="list-style-type: none"> <li>In a small group, compare your graphic representations of Nafisi’s memoir. Discuss whether you were able to convey the same ideas and point of view through graphics as Nafisi was able to convey in her memoir. Was your use of rhetoric in your graphic representation as effective as Nafisi’s in her memoir?</li> </ul>
		<p><b>RL 1 RL 2 RL 3</b>  <b>RL 4 RL 5 RL 6</b>  <b>W3 W9 L1</b>  <b>L2a-b L4b</b></p>		<p>Short Story by Luisa Valenzuela “ The Censors” (Lexile 1200L)</p>	<p><b>Writing Activity: Letter</b></p> <p>Juan’s letter to Mariana is central to this story’s plot. Explore that letter through two brief writing tasks. In both pieces of writing, include evidence from the text and use the conventions of standard English.</p> <ol style="list-style-type: none"> <li>In the character of Juan, write the one-page letter you imagine he wrote to Mariana at the beginning of the story. Then annotate a copy of the letter to identify evidence of anti-government ideas that a censor might find.</li> <li>Write a one-page report in the character of Juan as a Censorship Division employee explaining why the letter shows that Juan is a traitor to his country.</li> </ol>
		<p>RL 1 RL 2 RL 3          RL 4 RL 5 RL 6          W3 W9 L1          L2a-b L4b</p>		<p>Close Reader: The Prisoner who wore Glasses ( Lexile 970L)</p>	

				<p>Independen t Reading: Behind Rebel Lines</p>	<p>In the year 1861, the United States was plunged into the Civil War. Thousands of men on both sides volunteered to fight. Emma Edmonds, a young woman with a fiery spirit, decided to take a stand for her adopted country. With a new short haircut and a set of men’s clothes, she enlisted in the Union army and set out on one of the greatest adventures of her life.</p> <p>When Emma heard a very important Union spy had been killed, she quickly volunteered to take the job. Under many different clever disguises, she went behind enemy lines to bring back information to help the Union cause. Would she be able to keep her wits about her and keep her secret safe?</p>
					<p><b>Unit Assessment(s):</b></p> <p><b>Writing Activity: Argument (W 1a-e, W4, W 5, W 9a-b):</b></p> <p>The texts in this collection focus on the universal desire for freedom and the ongoing struggle around the world to win political, social, and sometimes even personal freedom. Some people argue that freedom is never given; it must be demanded. Do you agree with this belief? Choose three texts from this collection, including the anchor text, “I Have a Dream,” and identify how each writer addresses the struggle for freedom in his or her society . Then, write an argument in which you cite evidence from all three texts to support your claim.</p> <p><b>Collection 2 Test</b></p>
<p><b>Unit 3 Collection 3 The Bonds Between Us</b></p>	<p><b>January-February</b></p>	<p>RL, 1, RL 2, RL 3, RL 4, RL 5, W 3, L 1b, L 4b</p>		<p>When Mr. Pirzada Came to Dine Short Story by Jhumpa Lahiri (Lexile 1170L)</p>	<p><b>Writing Activity: Letters (W 3):</b></p> <p>“When Mr. Pirzada Came to Dine”is told from the point of view of 10 year-old Lilia. What might we learn if we could know Mr. Pirzada’s point of view? Write two letters from Mr. Pirzada to his family in Dacca.</p> <ul style="list-style-type: none"> <li>• In the first letter, have Mr. Pirzada describe Lilia and her family. Have him explain why he enjoys giving Lilia candy and what she does with it.</li> </ul>



					<ul style="list-style-type: none"> <li>In a second letter, have him describe Halloween. Include details about the pumpkin carving and Lilia's trick-or-treating.</li> </ul>
		RL, 1, RL 2, RL 3, RL 4, RL 5, W 3, L 1b, L 4b		Close Reader: And of Clay Are We Created	
		RI 1, RI 4, RI 5, RI 8, <b>SL 1d, SL 3</b> , L 2b, L 4c		Monkey See, Monkey DO, Monkey Connect Science Writing by Frans de Waal (Lexile 1160L)	<p><b>Speaking Activity: Debate (SL 1d, SL 3):</b> The author of "Monkey See, Monkey Do, Monkey Connect" presents one view of the ways in which humans relate to one another. Do you agree with his view, or do you believe that people are, or should be, "Robinson Crusoes sitting on separate islands"?</p> <ul style="list-style-type: none"> <li>Form teams of two to three students each, with half arguing the points of the article and half taking the position that humans are, or should be more "rational decision makers."</li> <li>Each team should gather evidence to support its position.</li> <li>Follow the rules for debating found in the Handbook at the end of this book. Afterward, write a brief evaluation of which side presented a stronger case.</li> </ul>
		RI 1, RI 4, RI 5, RI 8, <b>SL 1d, SL 3</b> , L 2b, L 4c		Close Reader: From Animals in Translation	
		RL 1, <b>RL 4</b> , <b>L 5a</b>		The Grasshopper and the Bell Cricket/	<p><b>Speaking Activity: Poetry Reading (RL 4, L 5a):</b> The language of poetry is meant to be heard as well as read. Get together with a partner or small group to read "At Dusk" aloud.</p>

				With Friends like These/At Dusk Poem by Natasha Trethewey (Lexile N/A)	<ul style="list-style-type: none"> <li>• Sit across from one another, or, if you are in a small group, sit in a circle facing one another.</li> <li>• Take turns reading the poem aloud. Practice reading with feeling, emphasizing key words and phrases.</li> <li>• After your reading, discuss what words and phrases stand out to you when you hear them read aloud.</li> <li>• Write a brief summary of what you learned by reading the poem aloud.</li> </ul>
		RL 1, RL 4, L 5a		Close Reader: My Ceremony for Taking / The Stayer	
		RI 1, RI 2, RI 5, RI 6, W 6, W 7, SL 3		Count on Us Public Service Announcement from the Corporation for National and Community Service (Lexile N/A)	<p><b>Media Activity: Public Service Announcement (W 6):</b></p> <p>Explore using media to send a message and call for action.</p> <ul style="list-style-type: none"> <li>• Create a PSA to raise awareness of a school issue. Generate a list of possible issues.</li> <li>• Use video, audio, or a poster format to produce your PSA.</li> <li>• Remember to give your audience specific details and organize your visuals so that the message and call to action is clear.</li> <li>• Share your PSA with your class.</li> </ul>
				Independent Reading: Raisin in the Sun	<p>In the 1950s, a time when the civil rights movement is just beginning and prejudice is everywhere, the Younger family is African American and poor. It seems like none of their dreams can ever come true. But then the family receives a life insurance check, giving them more money than they have ever had. Everyone in the family has a different idea of what to do with the money. Will it buy them the life they desire?</p>

					Or will the realization of their dreams face the obstacles of family conflict and prejudice?
					<p><b>Unit Assessment (s):</b>  <b>Option A. Fictional Narrative (W 3a-e, W 4, W 5, W 9a-b):</b></p> <p>The texts in this collection focus on our connections to family, friends, pets and community. Look back at the anchor text, "When Mr. Pirzada Came to Dine," and at the other fiction and poetry you have read in this collection. How do these texts use narrative techniques to explore interpersonal connections? Synthesize your ideas about the texts by writing a narrative that shows how a character or characters connect with others.</p> <p><b>Option B. Create a Group Multimedia Presentation (W6, SL 1a-d, SL 2, SL 4, SL 6):</b></p> <p>This collection focuses on our links to family, friends, pets, and community. Look back at the anchor text, "Monkey See, Monkey Do, Monkey Connect," and at the other texts you have read in the collection. Consider the various kinds of connections explored in each text. Then synthesize your ideas by collaborating on a multimedia presentation about the bonds people form with others.</p> <p><b>Collection 3 Test</b></p>
<p><b>Unit 4</b>  <b>Collection 4</b>  <b>Sweet Sorrow</b></p>	<p><b>February-March</b></p>	<p>R L 1, RL 2, R L 3, R L 4, R L 5, W 3, W 10, S L 1, L 1a, L 5a</p>		<p>The Tragedy of Romeo and Juliet Play by William Shakespeare (Lexile N/A)                  *Parts of the play or The Close</p>	<p><b>Writing Activity: Eulogy (W 3):</b></p> <p>Use your knowledge of Romeo and Juliet to write a eulogy, a tribute to someone who has died, for both of them.</p> <ol style="list-style-type: none"> <li>1. With a partner, brainstorm important details about their lives and their relationship. Think about their motivations, how they fell in love, the challenges they faced, and how they changed each other.</li> </ol>

				Reader can be read for pacing purposes.	<p>2. With your partner, craft your eulogy, highlighting key details about the characters of the two young people. Be sure your ideas are grounded in details from the play. In both pieces of writing, include evidence from the text and use the conventions of standard English.</p>
		<p>RL 2 RL 3 RL 4                      RL 5 RL 7 RL 9  <b>W 3</b> L 1b                      L3 L4a L 4d</p>		Duty (Lexile 940L)	<p>Writing Activity: Journal Entries Use characters from Romeo and Juliet, as presented in “Duty,” to explore how point of view can be used to transform source material.</p> <ol style="list-style-type: none"> <li>1. In the character of lady Capulet, create a journal entry in which she delivers her opinions on the responsibilities of children to their parents and their families.</li> <li>2. In the character of Juliet’s nurse, create another journal entry in which the nurse delivers her opinion on how Lady Capulet raised her daughter, Juliet.</li> </ol> <p>In both pieces of writing, include evidence from the text and use the conventions of standard English.</p>
		<p>R L 1, RL 2, R L 3,                      R L 4, R L 5, <b>W 3</b>, W 10,                      S L 1, L 1a,                      L 5a</p>		From The Tragedy of Romeo and Juliet Prologue	

				Act II Scene 2	
		RL 1, RL 2, RL 3, RL 4, RL 5, RL 9, W 2, W 9		Pyramus and Thisbe Myth Retold by Ovid Translated by Allen Mandelbaum (Lexile N/A)	<p><b>Writing Activity: Essay (W 2):</b></p> <p>Write a comparison of "Pyramus and Thisbe" and <i>Romeo and Juliet</i>.</p> <ul style="list-style-type: none"> <li>Consider the fact that Romeo and Juliet is a play, while "Pyramus and Thisbe" is a narrative poem.</li> <li>Compare and contrast the play and the narrative poem in terms of plot, conflict, and characters.</li> <li>In your essay, consider how the genre of each text affects these elements.</li> <li>Review your essay with a partner and revise for standard English grammar and usage.</li> </ul>
		RI 1, RI 2, RI 3, RI 4, RI 5, W 10, SL 1, L 1b, L 4a, L 4c, L 4d		from Love's Vocabulary Essay by Diane Ackerman (Lexile 1020L)	<p><b>Speaking Activity: Discussion (W 10, SL 1):</b></p> <p>Does Ackerman provide convincing evidence that, as a nation, "we are embarrassed by love?"</p> <ol style="list-style-type: none"> <li>Form groups of four to five students and discuss these questions: <ul style="list-style-type: none"> <li>Why does Ackerman say we are embarrassed by love or inhibited about it? What evidence does she cite?</li> <li>Does Ackerman herself find love embarrassing? Cite examples from the text.</li> </ul> </li> <li>As a group, write a one-page summary of your discussion. Be sure to include specific examples from the text and revise the summary to use the conventions of standard English.</li> </ol>
		RL 1, RL 2, RL 4, RL 7, RL 9, L 3		My Shakespeare Poem by	<p><b>Media Activity: Reflection (RL 9):</b></p> <p>Can Kate Tempest's Shakespeare be <i>your</i> Shakespeare?</p>

				Kate Tempest (Lexile N/A)	<ul style="list-style-type: none"> <li>● Create a blog that features Kate Tempest’s performance of “My Shakespeare.”</li> <li>● Write an introduction or make your own video to introduce Kate Tempest’s performance.</li> <li>● Explain how you responded to the poem, citing specific examples from the text and video.</li> <li>● Use conventions of standard written English.</li> </ul>
					<p><b>Unit Assessment(s):</b></p> <p><b>Analytical Essay(W 2a-f, W 9a-b):</b></p> <p>This collection explores the many facets of love-joy, pain, passion, and conflict, to name just a few. Look back at the anchor text, The Tragedy of Romeo and Juliet, and at the other texts of the collection. As you review the selections, consider the attributes or characteristics of love that are represented in each text. Synthesize your ideas by writing an analytical essay.</p>
				Independent Reading: A Midsummer Night’s Dream by William Shakespeare	<p>What happens when you combine love and magic?</p> <p>In this play, you will meet mixed-up lovers, mischievous fairies, and even a man with the head of a donkey. This unlikely cast of characters wanders through a forest outside of ancient Athens on a summer night.</p>
Unit 5 Collection 5 A Matter of Life or Death	March-April	RI 1, RI 2, RI 4, RI 6, W 2, L 3, L 4, L 4c		from Night Memoir by Elie Wiesel (Lexile 440L)	<p><b>Writing Activity: Analysis (W 2):</b></p> <p>Elie Wiesel’s account of the concentration camp deeply personal. Think about what he wrote and what he wrote and what he may have wanted to achieve with his account. Then write a brief analysis in which you answer the following questions:</p> <ul style="list-style-type: none"> <li>● Why did Wiesel write <i>Night</i>? What did he hope to accomplish? Did he succeed?</li> <li>● Did his descriptions of life in the camp connect with you, the reader? How?</li> </ul>

					<ul style="list-style-type: none"> <li>• Elie Wiesel’s account of the Holocaust was written years after the events took place. How might <i>Night</i> be different if it had been written as a diary, a first-person account of events immediately after they happened?</li> <li>• Would you recommend this memoir to others? Why?</li> </ul> <p>In your writing, include evidence from the text to support your analysis and use conventions and standard English.</p>
		RI 1, RI 2, RI 4, RI 6, <b>W 2</b> , L 3, L 4, L 4c		Close Reader: From An Ordinary Man	
		RL 1, RL 2, RL 4, RL 5, RL 6, W3d, <b>W 9a, SL 1a, L 5a</b>		“The End and the Beginning” Poem by Wislawa Szymborska (N/A)	<p><b>Writing Activity: Reflection (W 9a, SL 1a, L 5a):</b></p> <p>Szymborska uses vivid images that, on a literal level, describe the physical activity of recovering from a war. Think about how the images also have a figurative meaning, related to the work of rebuilding a government and a society that have been destroyed by war.</p> <ol style="list-style-type: none"> <li>1. Select two examples of imagery from the poem and analyze the meaning of the images as they relate to rebuilding a government or a society.</li> <li>2. Write a brief explanation of the figurative meaning of each image that you chose.</li> <li>3. Share and discuss your findings with a partner.</li> </ol>
		RI 2, RI 4, RI 6, RI 8, SL1a, SL1d, SL 4, L 3, L4c		Is Survival Selfish? Argument by Lane Wallace (Lexile 1140L)	<p><b>Speaking Activity: Debate (SL 1a, SL 4):</b></p> <p>In the selection, Lane Wallace explores whether survivors are selfish for trying to save their own lives while rescuers are heroic for trying to save others. Review the author’s argument before completing this activity.</p> <ol style="list-style-type: none"> <li>1. Divide the class into two teams. One team should take the position that survivors are selfish and uncivilized and that rescuers are heroic; the other team should take the position that survivors are smart and that rescuers are foolish.</li> </ol>

					<ol style="list-style-type: none"> <li>2. Work with your team to gather evidence and use it to build a well-reasoned argument.</li> <li>3. Hold a debate in which members from each team take turns stating the reasons and evidence for their claim, as well as responding to the other team's argument.</li> <li>4. After the debate, write a brief evaluation of each team's argument and explain which argument was more convincing.</li> </ol>
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 1, L2a, L2b, L4a</p>		<p>from Deep Survival Science Writing by Laurence Gonzales</p>	<p><b>Writing Activity: Argument (W 1):</b></p> <p>What quotation from the text best supports Laurence Gonzales's central idea-his most important message about survival? Write an argument explaining why you agree or disagree with Gonzales's ideas about survival.</p> <ol style="list-style-type: none"> <li>1. Sum up what the author wants you to know about survival. Then, write a claim stating your position about what it takes to survive a life-threatening event.</li> <li>2. Make notes about reasons that support your claim. Then, collect evidence that supports your reasons. Consider an opposing claim and list valid counterarguments.</li> <li>3. Write a draft of your argument. Be sure to present your reasons and evidence in a logical order.</li> <li>4. Revise your draft to eliminate unrelated or illogical evidence. Finally, check your work to make sure you have used the conventions of standard English.</li> </ol>
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 1, L2a, L2b, L4a</p>		<p>Close Reader: Truth at all Costs</p>	



		RL 1, RL 2, RL 4, RL 5, RL 6, W3d, <b>W 9a, SL 1a, L 5a</b>		Close Reader: The Survivor Who Understand Me but Me	
				Independent Reading: Behind Rebel Lines (Lexile 980)	In the year 1861, the United States was plunged into the Civil War. Thousands of men on both sides volunteered to fight. Emma Edmonds, a young woman with a fiery spirit, decided to take a stand for her adopted country. With a new short haircut and a set of men’s clothes, she enlisted in the Union army and set out on one of the greatest adventures of her life. When Emma heard a very important Union spy had been killed, she quickly volunteered to take the job. Under many different clever disguises, she went behind enemy lines to bring back information to help the Union cause. Would she be able to keep her wits about her and keep her secret safe?
					<p><b>Unit Assessment(s)</b></p> <p><b>Option A. Write an Argument: (W 1a-e, W 4, W 5, W9a-b):</b></p> <p>This collection explores how people cope with situations of extreme hardship and danger-who survives, who doesn't, and why. Look back at the anchor text, Night, and at the other texts in the collection. Based on the evidence from at least three selections, would you say that survival requires selfishness? Synthesize your ideas by writing an argument in support of your position.</p> <p><b>Option B. Participate in a Panel Discussion: (SL 1a-d, SL 3, SL 4, SL 6):</b></p> <p>This collection focuses on the ways people endure through devastating experiences. Look back at the anchor text, “The End and the Beginning,” and at the other texts in the collection. How do individuals and communities adapt to radically different situations in order to survive? Synthesize your ideas by holding a</p>

					panel discussion about how each selection shows people adapting for survival.
<b>Unit 6 Collection 6 Heroes and Quests</b>	<b>May-June</b>	RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, <b>W 3a, W 3d</b> , L1b, L4c, L 5a		<i>from the Odyssey Epic Poem by Homer Translated by Robert Fitzgerald (Lexile N/A)</i>	<p><b>Writing Activity: Narrative (W 3a, W 3d):</b></p> <p>The point of view in the Odyssey rarely wavers from Odysseus’ perspective. Nevertheless, other characters words and actions hint at what they are thinking. Explore the epic from another point of view through this brief writing task:</p> <ul style="list-style-type: none"> <li>• Narrate an event from the Odyssey from the point of view of one of the following characters: Polyphemus, Circe, Eurylochus, Tiresias, Scylla, Athena, Eumaeus, Telemachus, Eurymachus, or Penelope.</li> <li>• Engage and orient the reader using techniques such as dialogue and description to set up the situation and create a smooth progression of events.</li> <li>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the events.</li> </ul>
		RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, W 3a, W 3d, L1b, L4c, L 5a		<i>Close Reader: From the Odyssey / From The Cyclops</i>	
		RI 1, RI 2, RI 3, RI 5, RI 6, <b>W 2</b> , L 3, L 5b		from The Cruellest Journey: 600 to Timbuktu Travel Writing by Kira Salak (Lexile 1030 L)	<p><b>Writing Activity: Analysis (W 2):</b></p> <p>At first glance, you might think this selection is about travel on the Niger River, an adventure in Mali, or a long journey. What central idea gives meaning to all the details about Salak’s adventure.</p> <ul style="list-style-type: none"> <li>• Write a brief essay that analyzes the central idea of this selection. State the central idea and then use quotations and paraphrases to support your analysis.</li> <li>• Remember to follow the conventions of standard English in your writing.</li> <li>• Exchange essays with a partner and give each other feedback. Did you both use quotation marks to indicate</li> </ul>

					an author's words? Are your paraphrases accurate? Does your evidence support the central idea you identified.
		RI 1, RI 2, RI 3, RI 5, RI 6, W 2, L 3, L 5b		Close Reader: From the Good Soldiers	
				Independent Reading: <b>Holes by Louis Sachar</b>	Stanley Yelnats is from a bad-luck family. His great-grandfather was robbed of a fortune, his father's inventions never take off, and now Stanley's serving time at a juvenile detention camp for a crime he didn't commit. The family blames their bad luck on Stanley's no-good-rotten-pig-stealing great-great-grandfather. At Camp Green Lake, Stanley and the other boys have to dig holes every day, despite the danger of rattlesnakes, yellow-spotted lizards, and dehydration. The boys are told that digging holes "builds character," but eventually Stanley and Zero realize that they're actually digging for buried treasure—something valuable that was buried years ago by the outlaw Kissin' Kate Barlow. As Stanley unravels the past, he discovers a way to undo the curse on his family. But will he succeed, and can he live long enough to enjoy his change in fortune?
		RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8, <b>W 1</b> , L 3, L 4c		The Real Reasons We Explore Space Argument by Michael Griffin	<b>Writing Activity: Editorial (W 1):</b>  Michael Griffin argues that exploring space is important and provides both "acceptable" and "real" value. However, space exploration comes with a large price tag. Is that price tag worth it? Should exploring space be part of our national budget?  Write an editorial for or against continuing the space program. In your editorial,

					<ul style="list-style-type: none"> <li>● state a clear claim for your argument and present at least three supporting reasons.</li> <li>● use evidence consisting of examples, questions, and facts.</li> <li>● avoid faulty logic</li> <li>● include a conclusion restating your claim.</li> <li>● use the conventions of standard English.</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 5, SL 1, <b>SL 1a</b>, L 5a</p>		<p>The Journey Poem by Mary Oliver (Lexile N/A)</p>	<p><b>Speaking Activity: Discussion (SL 1a):</b></p> <p>Think about the journey portrayed in this poem and the journey Kira Salak undertakes in The Cruellest Journey: 600 Miles to Timbuktu (also in this collection). What similarities and differences are there between the journeys?</p> <ul style="list-style-type: none"> <li>● Meet with a small group and discuss your responses to the question.</li> <li>● Cite evidence from both selections to support your ideas.</li> <li>● When you are done, write a summary of the key points of your discussion. Conclude by making a generalization about the nature of journeys.</li> </ul>
					<p><b>Unit Assessment (s):</b></p> <p><b>Writing Activity: Research and Analytical Essay (W 2a-f, W 6, W 7, W 8, W9a-b):</b></p>

					<p>This collection explores the concept of the journey as an act of traveling as well as a personal passage or transformation. Recall the collection quotation: "If a journey doesn't have something to teach you about yourself, then what kind of journey is it?"</p> <p>Review the three texts in this collection, including the anchor text, the <i>Odyssey</i>, and consider Salek's perspective on travel. What compels characters or real people to set off on a journey-physical, mental, or spiritual-and what do they learn from their experiences? Synthesize your ideas in an analytical essay. Use evidence from the texts and from additional sources to support your conclusions.</p> <p><b>Collection 6 Test</b></p>

## Collection 1- Finding Common Ground Unit Planning

<p><b>Performance Task Unpacked: Plan and Deliver a speech about how people can learn to live together.</b></p> <ol style="list-style-type: none"> <li>1. Recall the quotation from Kofi Annan that opened this collection: “We may have different religions, different languages, different colored skin, but we all belong to one human race.” Do you think individuals can live together as “one human race”</li> <li>2. Using evidence from the collection texts, you will present your ideas on this topic in a speech.</li> </ol>	
<p><b>Skills necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. has a clear, logical thesis statement supported by reasons and evidence</li> <li>2. includes an introduction, a logically structured body including connecting and transitional words, and a conclusion demonstrates appropriate and clear use of language</li> <li>3. uses suitable expression, volume, and pronunciation</li> <li>4. engages listeners through gestures and eye contact</li> </ol>	
<p><b>Performance Task Unpacked: Write an Essay discussing how symbols or images can convey ideas about how individual’s role in society.</b></p> <ol style="list-style-type: none"> <li>1. The texts in this collection focus on the tension between individuals and society. Look back at the anchor text “Once Upon a Time” and at the other texts you have read in this collection.</li> <li>2. You will discuss the ideas they present about an individual’s role in society in an analytical essay.</li> </ol>	
<p><b>Skills necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. clearly and accurately analyzes the texts</li> <li>2. provides quotations or examples to support main points</li> <li>3. has an introduction, a logically structured body including transitions, and a conclusion follows the conventions of written English</li> </ol>	
<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1. A Quilt of a Country</li> <li>2. Once Upon a Time</li> <li>3. From Rituals of Memory</li> <li>4. The Gettysburg Address</li> <li>5. Views of the Wall/The Vietnam Wall</li> <li>6. Close Reader: Making the Future Better, Together</li> <li>7. Close Reader: Night Calls</li> <li>8. Close Reader: Oklahoma Bombing Memorial Address</li> <li>9. Independent Reading: A Raisin in the Sun by Lorraine Hansberry</li> </ol>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1. Analyze and evaluate an author’s claim and delineate and evaluate an argument</li> <li>2. Analyze author’s choices concerning text structure; determine and support inferences about the theme; and cite text evidence to support analysis of the text</li> <li>3. Determine a central idea and analyze its development over the course of a text</li> <li>4. Analyze an author’s purpose and the use of rhetorical devices in a seminal U.S document</li> <li>5. Analyze the representation of a subject in two different mediums</li> </ol>
<p><b>Language and Style</b></p> <ol style="list-style-type: none"> <li>1. Noun Clauses</li> <li>2. Prepositional Phrases</li> <li>3. Parallel Structure</li> </ol>	<p><b>Vocabulary Strategy</b></p> <ol style="list-style-type: none"> <li>1. Patterns of Word Changes</li> <li>2. Words from Latin</li> <li>3. Denotations and Connotations</li> </ol>

## Collection 1- Finding Common Ground Unit Planning

<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p style="text-align: center;"><b>4. Multiple-Meaning Words</b></p> <p><b>Differentiated Instruction</b></p> <ol style="list-style-type: none"> <li>1. Level Up Tutorial: Analyzing Arguments</li> <li>2. Level Up Tutorial: Theme</li> <li>3. Level Up Tutorial: Main Idea and Support Details</li> <li>4. Level Up Tutorial: Evaluate an Argument</li> </ol> <p style="text-align: center;"><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Interactive Lesson: Writing Arguments</li> <li>2. Interactive Lesson: Writing Narratives</li> <li>3. Interactive Lesson: Analyzing and Evaluating Presentations</li> <li>4. Interactive Whiteboard Lesson: How to Conduct an Effective Web Search</li> <li>5. Interactive Whiteboard Lesson: Poetry: Language and Form</li> </ol>
<p>Collection Essential Question: What are the effects of an individual’s struggle to be a part of a society and a nation’s struggle to unite for a common cause?</p>	

## Collection \_\_\_\_2\_\_\_\_ Unit Planning

**Performance Task Unpacked: Write an argumentative essay about whether freedom should be given or must be demand**

1. Choose three texts from this collection, including the anchor text, “I Have a Dream,” and identify how each writer addresses the struggle for freedom in his or her society.
2. Then, write an argument in which you cite evidence from all three texts to support your claim.

**Skills necessary for Performance Task:**

1. make a claim and develop the claim with valid reasons and relevant evidence from the texts
2. anticipate opposing claims and counter them with well-supported reasons and relevant evidence
3. establish clear, logical relationships among claims, counterclaims, reasons, and evidence
4. include an introduction, a logically structured body linked with transitions, and a conclusion
5. follow the conventions of standard written English

**Texts to be used in Collections:**

1. I have a Dream
2. Nobody Turn me Around: A People’s History of the 1963 March on Washington/America The Story of us: March on Washington
3. From Cairo: My City, Our Revolution
4. Reading Lolita in Tehran
5. The Censors
6. Reading Lolita in Tehran/ Persepolis
7. A Eulogy For Dr. Martin Luther King
8. Close Reader: The Prisoner Who wore Glasses
9. Independent Reading: Adventures of Huckleberry Finn by Mark Twain

**Key Learning Objective**

1. Analyze a seminal U.S. Document and the impact of its rhetoric
2. Analyze connections between ideas and events and analyze accounts in different mediums
3. Analyze how an author unfolds events in a diary and analyze the impact of word choice on tone
4. Determine author’s point of view and analyze accounts in different mediums
5. Determine author's point of view and analyze accounts in different mediums
6. Analyze an author’s point of view and cultural background , and also analyze an author’s choice about style and structure

**Language and Style:**

1. repetition and parallelism
2. noun phrases
3. rhetorical questions
4. colons and semicolons

**Vocabulary Strategy:**

1. words from greek and latin
2. reference sources
3. denotations and connotations
4. suffixes that form nouns

**Instructional Strategies:**

- Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- Paraphrase/reword large paragraphs from the texts in order to support comprehension.
- Create graphic organizer/outline to organize

**Differentiated Instruction:**

**Level Up tutorial:**

- Primary and Secondary Sources
- Point-by- point Organization
- Chronological Order

**Interactive Whiteboard Tutorial:**

- Historical and Cultural Contexts
- Analyze Author’s Choice: Irony



## Collection \_\_\_\_2\_\_\_\_ Unit Planning

**timelines, cause/effect relationships, compare/contrast characters.**

**-Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools.**

**Categorize highlights by concept/skill set in the student notes section.**

**-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.**

**- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.**

**-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.**

**-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.**

**Extend  
Interactive Whiteboard Lesson  
- conduct Research on the Web**

Collection Essential Question: From the American Civil Rights Movement to the Middle East and Latin America, What do these experience reveal about the universal desire for freedom?

## Collection \_\_\_\_ 3 \_\_\_\_ Unit Planning

**Performance Task Unpacked: Write a Narrative about interpersonal connections that employs narrative techniques**

1. The texts in this collection focus on our connections to family, friends, pets, and community. Look back at “When Mr. Pirzada Came to Dine” and the other fiction and poetry in this collection. How do these texts use narrative techniques to explore interpersonal connections?
2. Write a narrative that shows how we connect with others.

**Skills necessary for Performance Task:**

1. begins by introducing a setting, a narrator, and a main character
2. has an engaging plot with a central conflict
3. provides a clear sequence of events
4. uses a variety of narrative techniques
5. includes sensory language and descriptive details
6. ends with a logical and satisfying resolution to the conflict

**Performance Task Unpacked: Develop group multimedia presentation that explores the bonds that people form.**

1. Use the anchor text “Monkey See, Monkey Do, Monkey Connect” and the other texts in the collection.
2. Then collaborate on a multimedia presentation about the way people form bonds with others.

**Skills necessary for Performance Task:**

1. uses technology to share information through text, graphics, images, and sound
2. integrates information from a variety of sources and media
3. presents information and evidence from the texts clearly, concisely, and logically
4. uses language and structures appropriate for a presentation
5. prepare in advance by reading and analyzing the chosen texts
6. work with group members to decide on the goals and
7. deadlines of the project and to assign individual roles
8. encourage participation from all group members
9. allow for different perspectives and seek to achieve consensus

**Texts to be used in Collections:**

1. **When Mr. Pirzada Came to Dine**
2. **Monkey See, Monkey Do, Monkey Connect**
3. **The grasshopper and the bell cricket**
4. **With Friends Like These**
5. **At Dusk**
6. **Count on Us**
7. **Close Reader: And of Clay are we created**
8. **Close Reader : Extreme Perception**
9. **Close Reader: My Ceremony For Taking**

**Key Learning Objective**

1. **Cite textual evidence to analyze character and theme in a short story and to support inference about themes.**
2. **Delineate and evaluate an author’s claim and determine the technical meanings of words used in the text.**
3. **Analyze an author’s point of view and cultural background and also analyze the impact of word choice on tone**
4. **analyze how an author unfolds a series of ideas in an informational text**

## Collection      3      Unit Planning

<p><b>10. Close Reader: The Slayer</b>  <b>11. Independent Reading: Holes by Louis Sachar</b></p>	<p><b>5. interpret figurative language</b>  <b>6. Analyze the purpose and development of ideas in a public service announcement</b>  <b>7. Analyze an author’s point of view and cultural background and also analyze the impact of word choice on tone.</b></p>
<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li><b>1. Adverbial Clauses</b></li> <li><b>2. Colons</b></li> <li><b>3. Using Verb Phrases</b></li> <li><b>4. Adjectives and Adverb Phrases</b></li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li><b>1. Patterns of Words Changes</b></li> <li><b>2. Words from Greek</b></li> <li><b>3. Context Clues</b></li> <li><b>4. Patterns of Word Change</b></li> </ol>
<p><b>Instructional Strategy:</b></p> <ul style="list-style-type: none"> <li><b>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</b></li> <li><b>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</b></li> <li><b>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</b></li> <li><b>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</b></li> <li><b>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</b></li> <li><b>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</b></li> <li><b>-Model utilizing key vocabulary in class discussions. Encourage students to use</b></li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>Level Up Tutorial</b></p> <ul style="list-style-type: none"> <li>- <b>Character Traits</b></li> <li>- <b>Evidence</b></li> <li>- <b>Tone</b></li> <li>- <b>Reading For Details</b></li> <li>- <b>Figurative Language</b></li> </ul> <p><b>Extend</b></p> <p><b>Interactive Lesson</b></p> <ul style="list-style-type: none"> <li>- <b>Persuasive Planner</b></li> <li>- <b>Producing and Publishing with Technology</b></li> </ul> <p><b>Interactive Whiteboard Lesson</b></p> <ul style="list-style-type: none"> <li>- <b>Evaluate a Speaker’s Reasoning</b></li> <li>- <b>Conducting Research on the Web</b></li> </ul>

## Collection \_\_\_\_3\_\_\_\_ Unit Planning

**vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.**

**-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.**

Collection Essential Question: What links us to Family, Friends, pets and community?

## Collection \_\_\_\_4\_\_\_\_ Unit Planning

<p>Performance Task Unpacked: <b>Write an analytical essay exploring an aspect of love.</b></p> <ol style="list-style-type: none"> <li>1. Use the Anchor text; “The Tragedy of Romeo and Juliet” and other text in the collection.</li> <li>2. Consider the attributes or characteristics of love that are represented in each text.</li> <li>3. Write an analytical essay exploring an aspect of love.</li> </ol>	
<p>Skills necessary for Performance Task:</p> <ol style="list-style-type: none"> <li>1. includes a clear thesis statement</li> <li>2. develops a comparison using examples from the texts</li> <li>3. organizes central ideas in a logically structured body</li> <li>4. uses transitions to create cohesion between sections of the essay</li> <li>5. has a concluding section that relates back to the introduction and leaves the reader with a thought-provoking statement about love</li> </ol>	
<p>Texts to be used in Collections:</p> <ol style="list-style-type: none"> <li>1. “Love’s Vocabulary” from A Natural History of Love</li> <li>2. My Shakespeare</li> <li>3. Shakespearean Drama</li> <li>4. The Tragedy of Romeo and Juliet</li> <li>5. “Pyramus and Thisbe” From the Metamorphoses</li> <li>6. Duty</li> <li>7. Close Reader: The Tragedy of Romeo and Juliet</li> <li>8. Independent Reader:</li> </ol> <p><b>Pride and Prejudice by Jane Austen</b></p>	<p>Key Learning Objective</p> <ol style="list-style-type: none"> <li>1. analyze ideas presented in an essay and determine word meanings</li> <li>2. analyze how a modern artist draws on and transforms source</li> <li>3. material for a new artistic expression</li> <li>4. analyze character motivations and parallel plots</li> <li>5. analyze source material</li> <li>6. Analyze how an author's draws on and transforms source materials and how an author’s choice of point of view creates desired effect.</li> </ol>
<p>Language and Style:</p> <ol style="list-style-type: none"> <li>1. Participial Phrases</li> <li>2. Parallel Structure</li> <li>3. Independent and Dependent Clauses</li> </ol>	<p>Vocabulary Strategy:</p> <ol style="list-style-type: none"> <li>1. Synonyms</li> <li>2. Puns</li> <li>3. Context Clues</li> </ol>
<p>Instructional Strategies:</p> <p><b>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</b></p> <p><b>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</b></p> <p><b>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</b></p>	<p>Differentiated Strategies :</p> <p>Level Up Tutorial</p> <ul style="list-style-type: none"> <li>- Reading For Details</li> <li>- Universal and Recurring Themes</li> <li>- Plot: Sequence of Events</li> <li>- Point of View</li> </ul> <p>Extend</p> <p>Interactive Whiteboard Lesson</p> <ul style="list-style-type: none"> <li>- Text Structure and Meaning</li> </ul> <p>Interactive Lesson</p> <ul style="list-style-type: none"> <li>- Theme in Literature</li> </ul>

## Collection \_\_\_\_4\_\_\_\_ Unit Planning

- Model annotation strategies:**Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- Model/Practice effective discussions using Close Read Screencasts in class.** Students use notes during discussions.
- **Preview vocabulary/Remind students they will encounter the vocabulary through the unit.**
- Model utilizing key vocabulary in class discussions.** Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.**

Collection Essential Question: What is the nature of love and the conflicts surrounding it?

## Collection 5- A Matter of Life or Death Unit Planning

<p><b>Performance Task Unpacked: Write and argument about the personal qualities necessary for survival</b></p> <ol style="list-style-type: none"> <li>1. Based on the evidence from at least three selections, would you say that survival requires selfishness?</li> <li>2. Synthesize your ideas by writing an argument in support of your position.</li> </ol>	
<p><b>Skills necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. makes a persuasive claim and develops it with valid reasons and relevant evidence from the texts</li> <li>2. anticipates counterclaims and addresses them</li> <li>3. establishes clear, logical relationships among claims, counterclaims, reasons, and evidence</li> <li>4. includes a logically structured body, including transitions</li> <li>5. has a satisfying conclusion that effectively summarizes the claim</li> </ol>	
<p><b>Performance Task Unpacked: Participate in a panel discussion about how people adapt in order to survive.</b></p> <ol style="list-style-type: none"> <li>1. This collection focuses on the ways people endure devastating experiences. Look back at the anchor text “The End and the Beginning” and at the other texts in the collection. How do individuals and communities adapt to radically different situations in order to survive?</li> <li>2. Synthesize your ideas by holding a panel discussion about how each selection shows people adapting for survival.</li> </ol>	
<p><b>Skills necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. makes a clear, logical, and well-defended generalization about the ways people adapt for survival in one of the selections</li> <li>2. uses quotations and specific examples to illustrate ideas</li> <li>3. responds thoughtfully and politely to the ideas of the moderator and other panel members</li> <li>4. evaluates other panel members’ contributions</li> <li>5. summarizes the discussion by synthesizing ideas</li> </ol>	
<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1. <b>Memoir by Eie Wisel from Night</b></li> <li>2. <b>Argument by Lane Wallace “ Is survival Selfish”</b></li> <li>3. <b>Science Writing by Laurence Gonzales from Deep Survival</b></li> <li>4. <b>Short Story by Louise Erdrich “ The Leap”</b></li> <li>5. <b>Poem by Wislawa Szymborska “ The End and the beginning”</b></li> <li>6. <b>Close Reader: A Ordinary Man</b></li> <li>7. <b>Close Reader: Truth at all costs</b></li> <li>8. <b>Close Reader: The Survivor</b></li> <li>9. <b>Independent Reader: The Tragedy of Macbeth by William Shakespeare</b></li> </ol>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1. <b>Analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone</b></li> <li>2. <b>delineate and evaluate an argument by examining a claim and the evidence provided to support that claim</b></li> <li>3. <b>analyze ideas and events presented in the text, determine the central idea,and summarize the text</b></li> <li>4. <b>Analyze the impact of an author’s choices and make inference about theme</b></li> <li>5. <b>determine the meanings of figurative language and how it influence tone in poetry</b></li> </ol>
<p><b>Language and Style:</b></p>	<p><b>Vocabulary Strategies:</b></p>

## Collection 5- A Matter of Life or Death Unit Planning

<ol style="list-style-type: none"> <li>1. <b>Tone</b></li> <li>2. <b>Indefinite Pronouns</b></li> <li>3. <b>Colons and Semicolons</b></li> <li>4. <b>Relative Clauses</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Multiple Meaning Words</b></li> <li>2. <b>Synonyms</b></li> <li>3. <b>Context Clues</b></li> <li>4. <b>Prefixes</b></li> </ol>
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>Level Up Tutorial</b></p> <ul style="list-style-type: none"> <li>- Audience</li> <li>- Analyzing Arguments</li> <li>- Summarizing</li> <li>- Theme</li> <li>- Imagery</li> </ul> <p><b>Extend</b></p> <p><b>Conduct a Debate</b></p> <p><b>Interactive Whiteboard Lesson</b></p> <ul style="list-style-type: none"> <li>- Cite Textual Evidence</li> <li>- Character Development</li> <li>- Determine Theme</li> </ul>
<p>Collection Essential Question: How do humans endure in the face of adversity?</p>	



## Collection 5- A Matter of Life or Death Unit Planning

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## Collection \_\_\_\_ 6 \_\_\_\_ Unit Planning

**Performance Task Unpacked: Write an analytical essay about the factors that motivate people to undertake arduous journeys.**

1. Review the journeys taken in three texts in this collection, including the Odyssey.
2. Answer what compels characters or real people to set off on a journey—physical, mental, or spiritual—and what do they learn?
3. Synthesize your ideas in an analytical essay
4. Use evidence from the texts and from additional sources to support your conclusions.

**Skills necessary for Performance Task:**

1. includes a clear thesis statement about how and why people gain insights from their travel or their mental/spiritual journeys
2. engages the reader in the introduction with an interesting observation, quotation, or detail from one of the selections
3. organizes central ideas in a logically structured body
4. smoothly integrates source information that avoids plagiarism, with correctly cited sources
5. uses transitions to show how ideas are related
6. includes quotations or examples to illustrate central ideas
7. has a concluding section that sums up the central ideas

**Texts to be used in Collections:**

1. **Odyssey**
2. **The cruelest Journey: 600 miles to Timbuktu**
3. **The real reason we explore space**
4. **The Journey**
5. **Close Reader: The good Soldiers**
6. **Close Reader: The Good Soldiers**
7. **Independent Reader: Sword of the Rightful King by Jane Yolen**

**Key Learning Objective**

1. **Analyze elements of an epic poem, such as plot, setting, theme, and character as well as its figurative language**
2. **Determine the central idea of a text, analyze the ideas and events presented, and cite text evidence**
3. **Delineate and evaluate an argument**
4. **Interpret Figurative Language**

**Language and Style:**

1. **Absolute Phrases**
2. **Sentence Length**
3. **Transitions**

**Vocabulary Strategy:**

1. **Words for Latin**
2. **Denotation and Connotation**
3. **Synonyms and Antonyms**

**Instructional Strategies:**

**-Take notes on historical events as they present themselves throughout the unit in order to reflect back.**

**-Paraphrase/reword large paragraphs from the texts in order to support comprehension.**

**Differentiated Instruction:**

**Level Up Tutorial**

- **Universal and Recurring Themes**
- **Reading for Details**
- **Analyzing Arguments**
- **Figurative Language**

**Extend**

## Collection \_\_\_\_ 6 \_\_\_\_ Unit Planning

- Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
- Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

### Interactive Whiteboard Lesson

- Write an Analysis
- What is Imagery
- Poetry: Language and Form

Collection Essential Question: How can the hero's journey take many forms?



Positive Outcomes Charter School  
10<sup>th</sup> Grade  
English Language Arts Curriculum Documents

ELA Scope and Sequence  
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
<p><b>Unit 1: Collection 1 Ourselves and Others</b></p>	<p><b>September-October</b></p>	<p><b>RL 1, SL 1a, L 3, L 4a</b></p>	<p>What, Of This Goldfish Would You Wish? (Lexile)900 By Etgar Keret</p>	<p style="text-align: center;"><b>Speaking Activity: Discussion</b></p> <p><b>Speaking Activity SL1a:</b> Discussion “What, of This Goldfish, Would You Wish?” provides a modern twist on the “three wishes” structure used in many folk tales. Explore this aspect of the story with a small group.</p> <ul style="list-style-type: none"> <li>● Write a summary of your group’s conclusions about Keret’s story and other tales of three wishes.</li> </ul>
		<p><b>RL 1, SL 1a, L 3, L 4a</b></p>	<p>Close Reader: The</p>	

			Wife's Story	
		<b>RL 1, SL 1a, L 3, L 4a</b>	My So-Called Enemy (Movie Trailer)	<p><b>Speaking Activity: Argument</b></p> <p>Do you think that face-to-face interactions can help resolve conflicts? Express your view in a short speech.</p> <ul style="list-style-type: none"> <li>• Review the trailer, noting evidence that supports your ideas. Add ideas from your experiences to your notes.</li> <li>• Write a one-page argument expressing and supporting your ideas. Then, deliver the argument as a speech.</li> </ul>
		<b>RI 1-5, RI 8, RI 9, W 2b, W 7, L 1b, L 4b</b>	<p>From Texas v. Johnson Majority Opinion (Lexile 1420L)</p> <p>American Flag Stands For</p>	<p><b>Writing Activity: Comparison W2b</b></p> <p>The Supreme Court determines whether official actions follow the Constitution. In Texas v. Johnson, the Court's ruling centered on the First Amendment. Compare ideas in the decision and the amendment:</p> <p>First Amendment Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; abridging the freedom of speech, or of the press; or the</p>

			<p>Tolerance (Lexile 1170 L)</p>	<p>right of the people to peaceably to assemble, and to petition the Government for redress of grievances.</p> <ul style="list-style-type: none"> <li>● Identify concepts that are discussed in both documents. How does each document address them?</li> <li>● In a paragraph, compare the two documents. Support your points with examples from both texts.</li> </ul> <p><b>Writing Activity: Analysis (Standard)</b></p> <p>Beginning with the examples on the previous page, analyze the differences in meaning and tone between the Texas v. Johnson court opinion and the newspaper editorial discussing the decision.</p> <ul style="list-style-type: none"> <li>● Using photocopies or sticky notes, identify word choices and sentences in both texts that strongly contribute to the overall tone of each.</li> <li>● Write a one-page analysis of the differences in tone between the two texts. Conclude your analysis by explaining how the tone of each text fits the context for which it was written.</li> </ul>
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		<b>RI 1-5, RI 8, RI 9, W 2b, W 7, L 1b, L 4b</b>	Close Reader: From the Universa l Declarati on of Human Rights	
		<b>RI 1-5, RI 8, RI 9, W 2b, W 7, L 1b, L 4b</b>	Close Reader: From Towards a True Refuge	
		<b>RL 1-5 W 1 W 1d L 3 L 4a L 5b</b>	The Lottery by Shirley Jackson (Lexile 1140L)	<b>Writing Activity: Letter W1</b>  The publication of "The Lottery" in The New Yorker prompted many readers to write letters expressing their feelings about it. What would you say to the magazine's editors about the story's events and its overall meaning? Write your own letter, following these steps.
		<b>RL 1 RL 2 RL 4</b>	Without Title	<b>Speaking Activity: Narrative Presentation</b> Plan and present a spoken narrative



		<p><b>RL 5</b>  <b>W3</b>  <b>SL 1</b>  <b>SL 3</b>  <b>SL 4</b>  <b>SL 6 L1</b></p>		<p>about one day in the life of the speaker's family.</p> <ul style="list-style-type: none"> <li>• Decide who will be the narrator: the speaker, the speaker's father or mother, or a third-person narrator outside the poem.</li> <li>• Write a draft describing the events of one day through your narrator's voice, incorporating details from the poem.</li> <li>• Make sure your narrative builds to a logical conclusion that reflects what the characters experience in the poem.</li> </ul> <ul style="list-style-type: none"> <li>• Speak using conventions of English that are appropriate to the narrator and context.</li> </ul>
			<p>Independent Reading:          Lord of the Flies</p>	<p>The book focuses on a group of British boys stranded on an uninhabited island and their disastrous attempt to govern themselves.</p>
				<p><b>Unit Final Assessment A</b>  <b>Speech (SL 4):</b></p>

				<p>Based on the texts studied in the first unit make a generalization about how the relationships with the others help define who we are.</p> <p style="text-align: center;"><b>Unit Final Assessment B</b> <b>Analytical essay (W 2, W 9)</b></p> <p>Synthesize the texts studied explore the ideas of accepting others by writing an analytical essay.</p> <ul style="list-style-type: none"> <li>● <b>Collection 1 Test</b> <b>RL 1-5</b> <b>RI 1-6</b> <b>L 1b, L 3, L 4a, L 5 b</b></li> </ul>
<p style="text-align: center;"><b>Unit 2</b> <b>Collection 2</b> <b>The Natural World</b></p>	<p style="text-align: center;"><b>November-December</b></p>	<p style="text-align: center;">RI 1-6, SL 1, SL 1d, L 1b</p>	<p>Essay by Barbara Kingsolver "Called Out" (Lexile 1180 L)</p>	<p><b>Speaking Activity: RI 1, RI 4:</b></p> <p>Analyze Kingsolver's essay uses figurative, connotative, and technical language to give readers new perspectives on the desert ecosystem. What kind of language is most effective in communicating scientific information to a general audience? Discuss this topic with a small group of classmates.</p>

		RI 1-6, SL 1, SL 1d, L 1b	Close Reader: Starfish	
		RI 1-6, SL 1, SL 1d, L 1b	Close Reader: Sea Stars	
		RL 1-5, W 4, SL 1	Poem by Walt Whitman "When I heard the Learn'd Astrono mer"	<p style="text-align: center;"><b>Writing Activity: Comparison W 4</b></p> <p>Whitman's poem contrasts two different ways of viewing the natural world. Write a paragraph that similarly contrasts two ways of looking at something in your world.</p> <ol style="list-style-type: none"> <li>1. Think of a place, event or idea that people view in different ways. Create a T-chart to brainstorm details about the opposing views of the subject.</li> <li>2. Write a paragraph that explores contrasting views of your subject, describing the view you hold last.</li> <li>3. Share your paragraph with the class, and explain how it does or does not mirror Whitman's theme.</li> </ol>

		<p>RI 1-6 W 2 L 1b L 4b</p>	<p>Argument by Jane Goodall From Hope for Animals and their World (Lexile 1300 L)</p>	<p><b>Writing Activity: Analysis</b> <b>RI 1, RI 4, RI 5; W 2:</b></p> <p>A key aspect of Goodall’s writing style is her enthusiastic tone. In two paragraphs, analyze how she creates this tone and what effect it has on her argument.</p> <ol style="list-style-type: none"> <li>1. Review the text, noting word choices, punctuation, and other examples that contribute to Goodall’s tone. Summarize these techniques in your first paragraph.</li> <li>2. Reflect on your response to Goodall’s tone as you read. Did her tone make you more or less receptive to her claim about the importance of the American burying beetle? Discuss this effect in your second paragraph.</li> </ol>

		<p>RI 1-6 W 2 L 1b L 4b</p>	<p>Close Reader: Emma Marris: In Defense of Everglades Pythons</p>	
		<p>RL 1-7 W 7 W 9 W 10 SL 2, SL 4, L 2b, L 4c</p>	<p>Short story by Margaret Atwood "My Life as a Bat" (Lexile 1020 L)</p>	<p><b>Speaking Activity: Research SL 2, SL 4</b></p> <p>"My Life as a Bat" includes many details about how bats live. Examine these details to determine whether the story details are factually accurate.</p> <ol style="list-style-type: none"> <li>1. With a partner, list details about bats from the story, such as where they live, how they behave, what they eat, what they look like.</li> <li>2. Research facts about these aspects of bats.</li> <li>3. Create a chart or Venn diagram to compare the details with the facts.</li> <li>4. Write and present your findings in a brief oral report in which you evaluate the author's use of factual material.</li> </ol>

		<p>RL 1-7 W 7 W 9 W 10 SL 2, SL 4, L 2b, L 4c</p>	<p>Close Reader: The Seventh Man</p>	
		<p>RL 1 RL 2 RL 3 RL 4 RL 5 W 4 SL 1 SL 1a SL 1c L 5b</p>	<p>Carry</p>	<p>Speaking Activity: Response to Literature In “Carry,” descriptions of water are central to the poem’s meaning. Discuss the choices the poet made in her use of water imagery.</p> <ul style="list-style-type: none"> <li>• Form a small group of three or four students to analyze the descriptions of water throughout the poem.</li> <li>• For each image of water in the poem, ask questions about what feelings or ideas the author wanted to convey. For example, why did the poet choose to use a “broken mirror” as an image?</li> <li>• Consider how the images of water</li> </ul>

			<p>develop throughout the poem, from an inanimate object to a powerful living force.</p> <ul style="list-style-type: none"> <li>• Write a brief summary that includes the most important insights from the discussion.</li> </ul>
			<p><b>Unit 2 Performance Tasks</b></p> <p><b>A. Write a research report (W 2, W 4, W 7-9):</b></p> <ul style="list-style-type: none"> <li>• Choose three of the texts studied that illustrate ways in which humans interact with the natural world.</li> <li>• Identify one aspect of the interaction and conduct additional research.</li> <li>• Write a report that develops your central findings about our relationship with nature.</li> </ul> <p><b>B. Participate in a panel discussion/Socratic seminar SL 1a-d</b></p> <p>Look back at the texts studied and consider what we learn about ourselves through our experiences with nature.</p> <ul style="list-style-type: none"> <li>• <b>Collection 2 Test</b></li> </ul> <p><b>RL 1, 2, 4, 5</b></p>

				<p><b>RI 2, 4, 5, 6</b>  <b>L 1b, 2b, 4b</b></p>
<p><b>Unit 3</b>  <b>Collection</b>  <b>3</b>  <b>Responses</b>  <b>to Change</b></p>	<p><b>January-February</b></p>	<p>RL 1-6  <b>W 4</b>  <b>SL 1a</b></p>	<p>Novella  by Franz  Kafka  from  The  Metamor  phosis  (Lexile  1110)</p>	<p><b>Speaking Activity: Discussion</b>  <b>W 4, SL 1</b></p> <p>What can you infer about the kind of person Gregor is based on how he responds to the change he has undergone?</p> <ul style="list-style-type: none"> <li>● Make notes about the progression of Gregor’s thoughts and actions in this selection. Use your notes to make inferences about Gregor’s character, and jot down at least two adjectives that describe his personality.</li> <li>● Use your notes to respond to this question in a group discussion: Does being changed into “a horrible vermin” really change Gregor? Why or why not? Write a summary of your group’s answer.</li> </ul>
		<p>RL 1, 2, 3, 4,  5, 7, 9  W 4</p>	<p>Graphic  Novel by  Peter</p>	<p><b>Speaking Activity: Comparison</b>  <b>RL 7, W 4, SL 1, SL 1a</b></p>



		SL 4 L 1b L 4a-d	Kuper From The Metamor phosis	How does the graphic novel expand on the ideas in Kafka's version of The Metamorphosis? Choose one page of the graphic novel to compare with the source text in a short speech. <ul style="list-style-type: none"> <li>• Identify the page of the graphic novel that is the closest to or the furthest from what you visualized as you read the novella. Complete the Venn Diagram comparing the page with the same part of the written story.</li> <li>• In a speech, explain how Kuper interprets an idea from Kafka's story and evaluate how effectively the page you chose communicates Kafka's ideas. Show the page to facilitate your explanation.</li> </ul>
		RL 1, 2, 3, 4, 5, 7, 9 W 4 SL 4 L 1b L 4a-d	Close Reader: Painting and Poem: The Starry Night	
		RI 1-5 W 2 SL 1	Science Writing by	<b>Writing Activity: Analysis</b> W 2, W 2a, W2c, W2d, SL 1, L 1

		L 1, L 4, L 5	<p>Jeffrey Kluger From Simplexity (Lexile 1490)</p>	<p>What does Kluger’s analysis of responses during an evacuation tell you about human nature? Write an analysis using evidence from the text as well as your own experience.</p> <ul style="list-style-type: none"> <li>● Reread Simplexity, making notes about how humans behave in a crisis situation and why.</li> <li>● Add to your notes your own thoughts about how you might react as well as evidence from other real-life events.</li> <li>● Use your notes to draft a one-page analysis of why people act as they do during a crisis.</li> <li>● Organize your ideas in a cause-and-effect order to make your points clear to readers.</li> </ul>
		RL 1, RL 2, RL 4, W 1, L 1b	<p>Poem by Cathy Song “Magic Island”</p>	<p><b>Writing Activity: Argument W 1</b></p> <p>Consider the Chinese proverb, “When the wind of change blows, some build walls while others build windmills.” Which does the family in this</p>

				<p>poem do? Explore your ideas in a written argument.</p> <ul style="list-style-type: none"> <li>• Consider what “Wind of change” has affected the family. Then make a two-column chart listing examples of their metaphorically building walls and windmills. Identify which column contains stronger examples.</li> <li>• Write a paragraph in which you make your case for whether the family builds walls or windmills. Cite evidence from your chart to support your ideas.</li> </ul>
		<p>RL 1 RL 2 RL 3 RL 5 RL 7 SL 5</p>	<p>Docu- mentary Film: From Rivers and Tides</p>	<p><b>Media Activity: Reflection</b></p> <p>What connections can you make between changes you see in nature or your community and the kinds of major life changes people experience? Share your ideas in a media presentation.</p> <ul style="list-style-type: none"> <li>• Take photographs, make video recordings, or organize a collection of existing images of a meaningful change. (Be sure any images made by others are copyright free or allowed for</li> </ul>

				<p>classroom use.)</p> <ul style="list-style-type: none"> <li>Record an audio track to accompany your visuals that tells what change they show and how that change is a good metaphor for a specific life change-moving, changing schools, growing up,etc.</li> </ul>
		<p>RL 1 RL 2 RL 3 RL 5 RL 7 SL 5</p>	<p>Close Reader: Life After People</p>	
			<p>Independent Reading: The Chambered Nautilus Oliver Wendell Holmes</p>	
				<p><b>Unit 3 Assessments</b></p> <p><b>A. Writing Activity: Panel Discussion</b></p>

			<p><b>W9a-b, SL1a-d, SL 3,SL 6</b></p> <p>This collection explores the concept of change and how people respond to it. Recall the anchor text "The Metamorphosis" (both versions) and the other texts you have read. Synthesize your ideas about them by making a generalization about the ways in which people adapt to a major change. Then make your case in a panel discussion, citing evidence from the texts to support your points.</p> <p><b>B. Writing Activity: Write an argument</b> <b>W 1a-e, W 9a-b</b></p> <p>This collection focuses on change and our response to it. Look back at the anchor media selection "Rivers and Tides" and other selections you read in the collection. In each selection, is change viewed as mostly positive, mostly negative, or a combination of both? Synthesize your ideas by writing an argumentative essay.</p> <ul style="list-style-type: none"> <li>● <b>Collection 3 Test</b></li> </ul> <p><b>RL 1, 2, 7</b> <b>RI 2, 3, 4</b> <b>L 1b, L 4d, L 5a</b> <b>W 2c</b></p>
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<p><b>Unit 4 Collection 4 How We See Things</b></p>	<p><b>February-March</b></p>	<p>RL 1, RL 2, RL 5, W 1, SL 1, L 1, L 2</p>	<p>Poems: “We Grow Accusto med to the Dark”&amp; “Before I got my eye out” by Emily Dickinso n</p>	<p><b>Writing Essay: Essay (RL 1, RL 4, W 1):</b></p> <p>Both of these poems are metaphorical-that is, they are not only about the literal loss of sight or physically stumbling in the darkness. Explore the metaphor of sight in Dickinson’s poems by writing an analytical essay.</p> <ol style="list-style-type: none"> <li>1. Identify what the speaker loses in “Before I got my eye put out” and explain the speaker’s reaction to that loss. Would the speaker in “We grow accustomed to the Dark” react differently to the same loss?</li> <li>2. In your essay, explain your interpretation of the attitude of each speaker toward sight.</li> <li>3. Cite evidence from each poem to support your ideas, and use the conventions of Standard English.</li> </ol>
		<p>RL 1, RL 2, RL 5, W 1, SL 1, L 1, L 2</p>	<p>Close Reader: The Trouble with Poetry Today</p>	

		RI 1-6, W 5, SL 1a, L 1a, L 4a, L 4c	Essay: “Coming to OUR Senses” by Neil de Grasse Tyson (Lexile 1310)	<p><b>Speaking Activity: Discussion (SL 1a):</b></p> <p>In lines 102-143, Tyson imagines how our world and our history might be different if we had been born with the super senses that scientific tools now give us. Review this section. Then, explore the author’s technique through the task.</p> <ol style="list-style-type: none"> <li>1. In a small group, discuss how the author presents this idea, inviting the reader to imagine life with super senses. Discuss how this technique helps shape the author’s central idea.</li> <li>2. Write a one-page summary of the discussion, including all relevant points. Be sure to organize ideas in a clear and coherent way and use the conventions of Standard English.</li> </ol>
		RI 1-6, W 5, SL 1a, L 1a, L 4a, L 4c	Close Reader: Every Second Counts	
		RI 1-5, W 2a, W 2c, SL 1c, L 4a, L 4c, L 4d	Essay: The Math Instinct” by Keith	<p><b>Writing Activity: Research (W 7):</b></p> <p>Conduct research on the use of dead reckoning, and summarize your findings in a one-page essay.</p>

			<p>Devlin (Lexile 1210)</p>	<ol style="list-style-type: none"> <li>1. Research how dead reckoning was used to navigate before the invention GPS. How were sailors able to orient a ship correctly?</li> <li>2. Compare the usefulness and accuracy of dead reckoning with GPS.</li> <li>3. End with a conclusion that explains the pros and cons of each way of navigating.</li> <li>4. List your sources at the end of the essay.</li> </ol>
		<p>RL 1, RL 3, RL 4, RL 5, RL 6, W 1, L 1b, L 4</p>	<p>Short Story: “The Night Face Up” by Julio Cortazar translated by Paul Blackburn (Lexile 1210 L)</p>	<p><b>Writing Activity: Analysis (RL 1, RL 3, RL 4, RL 5, RL 6, W 1, L 4):</b></p> <p>A central message or idea that an author wants to communicate through a story is its theme. The theme is usually something universal about human nature or the human experience. Usually, the theme of a story is not explicitly stated; it is the reader’s job to infer the theme through an analysis of characters, plot, setting, tone, and imagery. Think about “The Night Face Up.” Write a one-page analysis of the story in which you consider the following points:</p> <ul style="list-style-type: none"> <li>● the theme of the story</li> <li>● how the characters, plot, imagery, tone, and setting help convey the theme.</li> </ul> <p>Support your discussion of the story’s theme with evidence from the text, and write using the conventions of Standard English.</p>



		<p>RI 1-5, W 2a, W 2c, SL 1c, L 4a, L 4c, L 4d</p>	<p>Close Reader: Whale Sharks Use Geometr y to Avoid Sinking</p>	
		<p>RL 1 RL 2 RL 5 RL 6 RL 7 W9 SL 3 SL 4</p>	<p>Musee Des Beaux Arts/ Landsca pe with the Fall of Icarus</p>	<p><b>Speaking Activity: Response to Literature</b> Plan and deliver a short speech in which you compare Auden’s poem with Landscape with the Fall of Icarus.</p> <ul style="list-style-type: none"> <li>• Begin planning your comparison by making a Venn diagram in which you list key details from the painting and the poem.</li> <li>• Draft a short speech in which you point out the details and ideas that appear in both works.</li> <li>• Draft a conclusion in which you analyze the significance of these shared details.</li> </ul> <p>• Deliver your speech. Be sure to quote</p>

				from Auden’s poem and point out details in the painting, using domain-specific vocabulary.
			Independent Reading: Ode on a Grecian Urn John Keats	
				<p><b>Unit Assessment(s):</b></p> <p><b>Option A: Present a Speech-synthesize ideas (SL 4, W9a-b):</b></p> <p>This collection focuses on how we perceive the world around us, from the use of our senses and instincts to the help of scientific instruments. Look back at the anchor texts “We grow accustomed to the Dark” and “Before I got my eye put out” and the other texts you have read in this collection. Synthesize your ideas about them by preparing and presenting a speech.</p>

				<p><b>Option B: Write a Short Story-synthesize ideas into a suspenseful, surprising short story ( W 3a-e, W 4):</b></p> <p>Write a Short Story</p> <p>The texts in this collection focus on how individuals see things, both from a scientific viewpoint and from a more subjective, emotional perspective. Look back at the anchor text “Coming to Our Senses” and the other texts you have read in this collection. Synthesize your ideas about them by writing a suspenseful short story.</p> <ul style="list-style-type: none"> <li>● <b>Collection 4 Test</b></li> </ul>
<p><b>Unit 5 Collection 5 Absolute Power</b></p>	<p><b>March-April</b></p>	<p>RI 1, RI 4, RI 5, RI 6, RI 8, W 1, SL 4, L 1, L 5</p>	<p>Argument by Michael Mack from “Why Read Shakespeare”</p>	<p><b>Speaking Activity: Argument W 1, SL 4):</b></p> <p>In his speech to college freshman, Mack presents his opinion on the value of reading Shakespeare. Evaluate how successfully he appeals to his audience by writing and delivering a brief speech of your own.</p> <ul style="list-style-type: none"> <li>● Present an argument about whether Mack succeeds in achieving the ultimate</li> </ul>

			(Lexile 980 L)	<p>purpose of persuading his audience to read Shakespeare.</p> <p>Cite text evidence to discuss whether Mack’s style and tone appeal to you as a student and whether you find the comparisons he makes relevant.</p>
		<p>RL 1-5, RI 7, W 2, SL 1, L 3, L 5, L 5a</p>	<p>The Tragedy of Macbeth by William Shakespeare</p>	<p><b>Writing Activity: Analysis (W 2, R L 3):</b></p> <p>How are Macbeth and Lady Macbeth different? Use their major speeches in Scene 7 to contrast their characters.</p> <ul style="list-style-type: none"> <li>● First, identify what lines 1-28 reveal about Macbeth as he lists the reasons they should not go ahead with the plan. What does he decide?</li> <li>● Next, consider what is revealed about Lady Macbeth’s character through her reaction to Macbeth’s decision and her response in lines 47-59.</li> <li>● Summarize their key differences in a paragraph.</li> </ul> <p><b>Writing Activity: Analysis (SL 1, W 4):</b></p> <p>Why does Lady Macbeth faint? Is it a distraction or is it real? Support your conclusion with evidence from the text.</p>

				<ul style="list-style-type: none"> <li>● Jot down ideas about what Lady Macbeth does and says in Act II that might explain why she faints.</li> <li>● In a small group, discuss these ideas and your interpretation of her action. Together, draw one or more conclusions about her motives.</li> <li>● Summarize the group discussion and present your ideas to the class.</li> </ul> <p><b>Speaking Activity: Analysis (RL 5, W 2):</b></p> <p>How does dramatic irony intensify the impact of Act III?</p> <ul style="list-style-type: none"> <li>● Create a three-column chart with these headings: Lines; What characters do or say; What the audience knows.</li> <li>● With a partner, identify the two strongest instances of dramatic irony on the audience’s understanding of Macbeth’s character.</li> </ul> <p><b>Speaking Activity: Debate (SL 1a-d):</b></p> <p>Some directors omit much of the scene in which Malcolm tests Macduff. What would be lost or gained by omitting this part of the play?</p>
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				<ul style="list-style-type: none"> <li>● With a group, come to a consensus on the significance of that part of Scene 3. Create an outline that included reasons and evidence to support your opinion.</li> <li>● Present your argument in the form of a panel discussion or debate. Have other groups present their opposing arguments.</li> <li>● Ask listening classmates to evaluate which argument is most compelling and why.</li> </ul> <p><b>Writing Activity Argument (W 1):</b></p> <p>Is Macbeth a tragic hero? Refer to the introductory essay on Shakespearean Drama, and explore your ideas in an essay.</p> <ul style="list-style-type: none"> <li>● Review the definition of a tragic hero. Decide which of the characteristics Macbeth embodies. Find details in the text to support your thesis.</li> <li>● Organize your ideas logically. Write an essay in which you defend your view of Macbeth.</li> <li>● Use the conventions of standard written English in your essay.</li> </ul>
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		<p>RL 1-5, RI 7, W 2, SL 1, L 3, L 5, L 5a</p>	<p>Close Reader: From the Tragedy of Macbeth Act I</p>	
		<p>RL 2, RL 7, SL 4, SL 5</p>	<p>Film by Penny Woolcock from <i>Macbeth on the Estate</i></p>	<p><b>Speaking Activity Argument (SL 4):</b></p> <p>How effective was this modern resetting of Macbeth in expressing key themes of Shakespeare’s play? Discuss your thesis in a short speech.</p> <ul style="list-style-type: none"> <li>● Review the clip, making notes of themes that emerge through the modern setting. Cite specific details from the film in your notes.</li> <li>● Compare those themes to major themes of the play.</li> <li>● Draft a statement expressing your overall evaluation of the modern production’s effectiveness.</li> <li>● Present your evaluation in a short speech in which you support your claim with specific , relevant evidence from the film and the play.</li> </ul>

		<p>RL 2, RL 7, SL 4, SL 5</p> <p>RL 1, RL 4, RL 9, W 3</p>	<p>History by Raphael Hlinshed Holinshe d’s Chronicl es (Lexile 1630)</p> <p>Short story by James Thurber “The Macbeth Murder Mystery”</p>	<p><b>Speaking Activity:Discussion (RI 1, RI 3, RI 9, SL 1):</b></p> <p>In a small group, discuss Macbeth and the Chronicles:</p> <ul style="list-style-type: none"> <li>● What events and characters are similar? What differences did you notice?</li> <li>● What does each work reveal about the author’s point of view toward Macbeth?</li> <li>● What might account for differences between the two views of Macbeth?</li> <li>● Take notes and cite evidence from each text to support your ideas. Then, write a paragraph summarizing your discussion.</li> </ul> <p><b>Writing Activity: Narrative (W 3):</b></p> <p>In this story, characters misinterpret a dramatic tragedy as a murder mystery. How does the understanding of literary genres shape the interpretation of a story? Can characteristics of one genre be applied to another for a different interpretation? Explore these ideas transforming one type of story into another.</p>



				<ol style="list-style-type: none"> <li>1. With a partner, choose a familiar fable or fairytale. Note elements that make the story you chose a fable or fairytale.</li> <li>2. Think about the conflict or characters in the story. In what different genre might the conflict or characters appear? List the elements of the new genre. Genres you might consider include romance, science fiction, mystery, and comedy.</li> <li>3. Rewrite your story so that it maintains the same events but contains the characteristics of the new genre. For example, a fairy tale can be rewritten as a science fiction story by eliminating the magical elements and by changing the setting.</li> <li>4. Exchange your story with another pair and try to identify the fairytale or fable your classmates used as their source.</li> </ol>
		<p>RL 1-5, W 2, W 9a, SL 2, SL 6</p>	<p>Poem by Patricia Smith "5:00 p.m., Tuesday, August 23, 2005"</p>	<p><b>Speaking Activity: Poetry Reading (RL 4, SL 6):</b></p> <p>Patricia Smith is a National Poetry Slam Champion and this poem is meant to be spoken. Work with a small group to adapt the poem for a male voice and practice reading it aloud.</p> <ol style="list-style-type: none"> <li>1. Discuss what words and phrases in the poem stand out and what figurative and</li> </ol>

				<p>connotative meanings they have. How should those words be spoken? Ominously? Angrily?</p> <ol style="list-style-type: none"> <li>2. Think about how the poem could have instead personified the hurricane as male. Discuss what words and phrases could be substituted to adapt this poem for a male voice.</li> <li>3. Take turns reading the poem aloud, emphasizing key words and phrases. Read both versions, demonstrating both female and male voices.</li> <li>4. Write a brief summary of what you learned by reading the poem aloud and by adapting the language to suit a male speaker.</li> </ol> <p><b>Collection 5 Test</b>  <b>RL 3, 4, 6, 9</b>  <b>RI 1, 6, 8</b>  <b>L 3, 3a, 4c</b></p>
<p><b>Unit 6</b>  <b>Collection 6</b>  <b>Hard-Won Liberty</b></p>	<p><b>May-June</b></p>	<p>RI 1, RI 2, RI 4, RI 5, RI 6, RI 8, RI 9, W 5, W9b, W10, L 1a, L 4a, L 4d</p>	<p>Argument by Martin Luther King Jr. Letter from</p>	<p><b>Writing Activity: Comparison (W 5, W 2, 9b, W 10):</b></p> <p>Compare the ideas in King’s letter with those in President Franklin Roosevelt’s seminal “Four Freedoms: Speech (pg. R 22)</p>

			Birmingham Jail (Lexile 1190L)	
		RI 1, RI 2, RI 4, RI 5, RI 6, RI 8, RI 9, W 5, W9b, W10, L 1a, L 4a, L 4d	Close Reader: Speech at the March on Washington	
		RI 1, RI 3, RI 4, RI 5, RI 6, RI 8, W 7, W 8, SL 2, SL 4, L2b, L4d, L6	Memoir by Waek Gnonim from Revolution 2.0 (Lexile 1100)	<b>Speaking Activity: Speech (W 7, W 8, SL 4, L2b, L4d, L6):</b> Research current developments regarding one subtopic. In a speech, compare ideas in your chosen section of the text with information for your research. Conclude with your view of whether or not progress has been achieved.
		RI 1, RI 3, RI 4, RI 5, RI 6, RI 8, W 7, W 8,	Argument by Mohandas K	<b>Writing Activity: Analysis (W 2, W 7, W 9, L 3a, L 5b, RI 1, RI 5, RI 6):</b>

		SL 2, SL 4, L2b, L4d, L6	Ghandi From Letter to Viceroy, Lord Irwin (Lexile 1210 L)	Write a one-paragraph analysis of his claims, reasons, evidence, and rhetoric providing examples from the text of the letter.
		RI 1-8, W 2, W 7, W 9, SL 1, L 3a, L 5b	Docume ntary Film by BBC From Gandhi: The Rise To Fame	<b>Speaking Activity: Debate (SL 1, SL 2):</b>  Which communicates Gandhi's ideas more effectively, the letter or the film? Form two teams of two-three students each with half defending that letter is more effective and half defending the film clip.
		RL 1-5, W 4, L2a	The Briefcas e Short Story by Rebecca Makkai (Lexile 860L)	<b>Writing Activity: Personal Letter: (W 4):</b>  Assume the identity of the chef. Write a letter to the professor's son in which you attempt to convince him that you could serve as the boy's father.

		RL 1-5, W 4, L2a	Close Reader: Bile	
		RL 1 RL 2 RL 3 RL 4 RL 5 SL 1a SL 1c SL 1d L 1b L 5b	Cloudy Day	<p><b>Speaking Activity: Discussion</b> Consider the poet’s use of imagery and repetition.</p> <ol style="list-style-type: none"> <li>1. Make a list of details from the poem that appeal to any of your five senses, and label them as expressing either confinement or freedom. Also, list examples of repeated phrases or ideas in the poem, and label them the same way.</li> <li>2. Bring your notes to a group discussion, and use them to analyze the themes of the poem.</li> <li>3. At the end of the discussion, write a summary of how the discussion extended or challenged your ideas about the poem’s theme.</li> </ol>
			Indepen dent Reading	

			<p>:Old Ironsides Oliver Wendell Holmes</p>	
				<p><b>Unit Assessment(s):</b></p> <p><b>Writing Activity: Argument (W1a-e, W9a-b):</b></p> <p>This collection explores the struggle for freedom experienced around the world and ways in which people fight to overcome oppression. Look back at the texts in the collection, including the anchor text, “Letter from Birmingham Jail,” and consider the question: What constitutes true freedom? Synthesize your ideas about the texts by writing and delivering an argument about the meaning of freedom.</p> <p><b>Collection 6 Test</b>  <b>RL 2, 3, 4</b>  <b>RI 6, 7, 8, 9</b>  <b>L1b, 2a, 2b, 4a, 5b</b></p>

# Collection \_\_\_Ourselves and Others\_1\_\_\_ Unit Planning

## Collection 1: Ourselves and Others

**Performance Task Unpacked: Write an essay about how the texts in this collection do or do not support the idea that people must accept others who are different from themselves.**

1. Review the anchor selections on burning the American flag—in the context of the collection-opening quotation from Barbara Jordan.
2. Synthesize your ideas in an analytical essay.

### **Skills necessary for Performance Task:**

1. makes logical connections between the quotation and texts
2. clearly and accurately analyzes the texts' content and themes
3. provides quotations or examples from the texts that support and elaborate on the analysis
4. has an introduction, a logically structured body including transitions, and a conclusion
5. uses appropriately formal style and sentence structures

**Performance Task Unpacked: Deliver a Speech about how people's relations with others shape who they are.**

1. This collection explores the significance of our relationships with others, as individuals and in groups. Look back at the texts you have read, including the anchor text "What, of This Goldfish, Would You Wish?"
2. Make a generalization about how our relationships help define who we are.
3. Share your ideas in a speech that incorporates media elements.

### **Skills Necessary for Performance Task:**

1. presents a clear, logical thesis statement
2. provides evidence from the texts to illustrate the thesis
3. incorporates appropriate images, music, and other media to enhance meaning and maintain audience interest
4. engages listeners with appropriate and clear use of language, emphasis, volume, and gestures

### **Texts to be used in Collections:**

1. **What, of this Goldfish, Would you Wish?**
2. **My So-Called Enemy**
3. **Texas v. Johnson Majority Opinion/ American Flag Stands for Tolerance**
4. **The Lottery**
5. **Without Title**
6. **Close Reader: The wife Story**
7. **Close Reader: The Universal Declaration of Human Rights**
8. **Close Reader: Towards a True Refuge**
9. **Independent Reading: Lord of the Flies**

### **Key Learning Objective**

1. **Analyze the impact of cultural background on point of view**
2. **Analyze a Supreme Court Opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice**
3. **Analyze how a director unfolds a series of ideas to advance a purpose and a point of view**
4. **Analyze a writer's choice in terms of pacing, word choice, tone and mood**
5. **support inference about theme.**

## Collection \_\_\_Ourselves and Others\_1\_\_\_ Unit Planning

<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1. Formal vs. Informal Tone</li> <li>2. Noun Clauses</li> <li>3. Colloquialisms</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1. context clues</li> <li>2. words for Latin</li> <li>3. denotation and Connotation</li> </ol>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>Level Up tutorial</b></p> <ul style="list-style-type: none"> <li>- Historical and Cultural Context</li> <li>- Author's Purpose</li> <li>- Evidence</li> <li>- Theme</li> </ul> <p><b>Interactive Vocabulary Tutorial</b></p> <ul style="list-style-type: none"> <li>- Denotative and Connotative Meanings</li> </ul> <p><b>Extend</b></p> <p><b>Interactive Whiteboard Lesson</b></p> <ul style="list-style-type: none"> <li>- Making Inference</li> <li>- Maintaining a formal Style and Objective Tone</li> </ul> <p><b>Level Up Tutorial</b></p> <ul style="list-style-type: none"> <li>- Elements of Poetry</li> </ul> <p><b>* Analyze Themes in Seminal U.S Documents</b></p>

Collection Essential Question: How do we interact with other people- family, enemies, neighbors, strangers, and those with whom we disagree?



Collection \_\_\_Ourselves and Others\_1\_\_\_ Unit Planning

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## Collection \_\_\_\_2\_\_\_\_ Unit Planning

<p><b>Performance Task Unpacked: Write Research report about an interaction between humans and nature.</b></p> <ol style="list-style-type: none"> <li>1. Choose three texts, including “Called Out.” Identify an element of the interaction between humans and nature reflected in the texts, and conduct research about it.</li> <li>2. Synthesize your findings in a report that develops your thesis.</li> </ol>	
<p><b>Skills necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. a clear thesis, supported by text evidence and additional research</li> <li>2. an introduction, a logically structured body, and a conclusion</li> <li>3. smoothly integrated source information that avoids plagiarism and cites sources correctly</li> <li>4. precise use of language with appropriately formal tone and style</li> </ol>	
<p><b>Performance Task Unpacked: Participate in a panel Discussion exploring what we learn about ourselves through nature</b></p> <ol style="list-style-type: none"> <li>1. Every text in this collection was inspired by its author’s experience with nature.</li> <li>2. Consider the kinds of experiences related in three of these texts, including the anchor text "My Life as a Bat."</li> <li>3. What experience of your own do one or more of these texts bring to mind?</li> <li>4. Explore that experience more deeply, and share it in an oral narrative</li> </ol>	
<p><b>Skills Necessary for Performance Task:</b></p> <ol style="list-style-type: none"> <li>1. incorporate ideas from texts in this collection and other sources</li> <li>2. use effective narrative techniques</li> <li>3. explore the significance of the experience</li> <li>4. use logical transitions to link events and ideas</li> </ol>	
<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1. Called Out</li> <li>2. When I heard the Learn’d Astronomer</li> <li>3. Hope for Animals and Their World</li> <li>4. My life as a Bat</li> <li>5. Carry</li> <li>6. Close Reader: Starfish/Sea Stars</li> <li>7. Close Reader: Emma Marris: In Defense of Everglade</li> <li>8. Close Reader: The Seventh Man</li> </ol>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1. Determine a central idea in a essay and figurative , connotative and technical meaning of words and phrases</li> <li>2. Identify the theme of a poem through writing an objective summary that states the key events and ideas in the poem</li> <li>3. Analyze writer’s choices in terms of text structure, figurative meaning and tone</li> <li>4. support inferences about theme</li> </ol>
<p><b>Language and Style</b></p> <ol style="list-style-type: none"> <li>1. Participial Phrase</li> <li>2. Relative Clauses</li> <li>3. Colons and Dashes</li> </ol>	<p><b>Vocabulary Strategy</b></p> <ol style="list-style-type: none"> <li>1. Scientific Terms</li> <li>2. Patterns of Word Changes</li> <li>3. Using Reference Sources</li> </ol>
<p><b>Instructional Strategies</b></p>	<p><b>Differificated Instruction</b> <b>Level Up Tutorial</b></p>

## Collection \_\_\_\_2\_\_\_\_ Unit Planning

-Take notes on historical events as they present themselves throughout the unit in order to reflect back.

-Paraphrase/reword large paragraphs from the texts in order to support comprehension.

-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.

-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.

-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.

- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.

-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.

-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

- Main Idea and Supporting Details
- Universal and Recurring Themes
- Elements of an Argument
- Plot: Sequence of Events
- Imagery

Extend

Interactive Whiteboard Lesson

- Analyze Text Structure
- Figurative Language and Imagery

\*Respond Thoughtfully in Discussions

\*Analyze Impact of Word Choice on Tone

\*Conduct Research on the Web

Collection Essential Question: How are we intertwined with nature? Do we affect it as much as it affects us?

## Collection 3 Response to Change \_\_\_\_\_ Unit Planning

### **Performance Task Unpacked: Participate in a panel discussion about the ways in which people either do or do not adapt to change**

1. This collection explores the concept of change and how people respond to it.
2. Recall the anchor text *The Metamorphosis* (both versions) and the other texts you have read.
3. Synthesize your ideas about them by making a generalization about the ways in which people adapt to a major change.
4. Then make your case in a panel discussion, citing evidence from the texts to support your points.

### **Skills Necessary for Performance Task**

1. makes a clear, logical, and well-defended generalization about the ways people adapt to change
2. uses quotations and examples from *The Metamorphosis* and two other texts to illustrate his or her ideas
3. synthesizes ideas from all three texts with his or her own experiences
4. responds thoughtfully and politely to the ideas of others on the panel
5. evaluates other panel members' contributions, including the use of valid reasoning and sound evidence

### **Performance Task Unpacked: Write an argument about the positive and negative aspect of change**

1. This collection explores change and our response to it. Review the anchor selection *Rivers and Tides* and other collection texts.
2. In each, is change viewed as mostly positive, mostly negative, or a combination of the two?
3. Synthesize your ideas in an argumentative essay.

### **Skills necessary for Performance Task:**

1. includes a clear claim
2. begins by engaging the reader with an interesting observation, quotation, or detail from one of the selections
3. organizes central ideas logically, supporting and elaborating on the claim using quotations and examples from the texts
4. uses transitions to create cohesion among sections of the text
5. has a concluding section that follows logically from the body of the essay and expresses the writer's own viewpoint on change

### **Text to be used in this Collection:**

1. *the Metamorphosis*
2. *The Metamorphosis* ( Graphic Novel)
3. *Simplexity*
4. *Magic Island*
5. *Rivers and Tides*

### **Key Learning Objective:**

1. cite text to support inferences
2. Analyze representation in different mediums
3. use cause and effect relationship to make connections between ideas and events

# Collection 3 Response to Change \_\_\_\_\_ Unit Planning

<p>6. Close Reader: The Starry Night 7. Close Reader: Life After People</p>	<p>4. Analyze language and make inference about the theme of a poem 5. Analyze the development of ideas in a documentary</p>
<p><b>Language and Style</b></p> <ol style="list-style-type: none"> <li>1. Prepositional, Adjectival and Adverbial Phrases</li> <li>2. Transitional Words and Phrases</li> <li>3. Noun Phrases and Verb Phrases</li> </ol>	<p><b>Vocabulary Strategies</b></p> <ol style="list-style-type: none"> <li>1. Verifying Word Meaning</li> <li>2. Figurative Meanings</li> </ol>
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Level Up Tutorial</b></p> <ul style="list-style-type: none"> <li>- Making Inferences about Characters</li> <li>- Characters and Conflict</li> <li>- Cause and Effect Organization</li> <li>- Theme</li> <li>- Main Idea and Supporting Details</li> </ul> <p><b>Extend</b></p> <p><b>Interactive Whiteboard Lesson</b></p> <ul style="list-style-type: none"> <li>- Analyze Complex Characters</li> <li>- Using Media in Presentation</li> </ul> <p><b>Interactive Lesson</b></p> <ul style="list-style-type: none"> <li>- Giving a Presentation</li> </ul>

Collection Essential Question: Change is inevitable; Does how, we respond to it reveals who we are?

Collection 3 Response to Change \_\_\_\_\_ Unit Planning

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## Collection \_\_\_\_4\_\_\_\_ Unit Planning

**Performance Task Unpacked: Deliver a speech about how we perceive things.**

1. Review the Emily Dickinson poems and other collection texts.
2. Synthesize your ideas about them by planning and presenting a response to literature.

**Skills necessary for Performance Task:**

1. focuses the audience’s attention on a clear thesis
2. has a logically structured body including transitions
3. provides evidence from the texts that illustrate the thesis
4. concludes insightfully, logically following the speech’s ideas
5. demonstrates appropriate and clear use of language
6. engages listeners through emphasis, volume, and gestures
7. maintains a formal tone through the use of standard English

**Performance Task Unpacked: Write A short Story using techniques employed by authors in this collection**

1. The texts in this collection focus on the sometimes surprising differences between how we see things and how they really are. Look back at the anchor text “Coming to Our Senses” and other texts from this collection, and think about the ways in which things are not as they may first appear in these texts.
2. Use those surprising insights as the basis of a suspenseful or surprising narrative of your own

**Skills necessary for Performance Task:**

1. begins by introducing a setting, a narrator, and a main character
2. has an engaging plot with a central conflict
3. uses a variety of narrative techniques to develop characters, plot, theme, and suspense or surprise
4. includes sensory language and descriptive details
5. ends with a logical and satisfying resolution to the conflict

**Texts to be used in Collections:**

1. **We grow accustomed to the Dark/Before I got my eye put out**
2. **Coming to our senses**
3. **The Math Instinct**
4. **Musee des Beaux Arts/Landscape with the fall of Icarus**
5. **The Night Face Up**
6. **Close Reader: the trouble with Poetry**
7. **Close Reader: Every Second Counts**
8. **Close Reader: Whale Sharks use Geometry to avoid Sinking**

**Key Learning Objective**

1. **Identify and compare poetic structure across two poems as well as paraphrase and summarize ideas**
2. **Analyze the development of ideas in nonfiction**
3. **Determine meaning and analyze ideas**
4. **cite textual evidence and analyze how an author uses parallel plots, tone, pace, and foreshadowing to create tension**
5. **Analyze representations in different mediums**

## Collection \_\_\_\_4\_\_\_\_ Unit Planning

<p><b>Language and Style</b></p> <ol style="list-style-type: none"> <li>1. Writing Conventions</li> <li>2. Parallel Structure</li> <li>3. Adverbial Clauses</li> </ol>	<p><b>Vocabulary Strategies</b></p> <ol style="list-style-type: none"> <li>1. Using References Sources</li> <li>2. Prefixes</li> </ol>
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction</b></p> <p><b>Level Up Tutorial</b></p> <ul style="list-style-type: none"> <li>- Elements of Poetry</li> <li>- Reading for Details</li> <li>- Main Idea and Supporting Details</li> <li>- Universal and Recurring Themes</li> </ul> <p><b>*Graphic Organizer</b></p> <p><b>Extend</b></p> <p><b>Interactive Whiteboard Lesson</b></p> <ul style="list-style-type: none"> <li>- Determine Figurative Meaning</li> <li>- Form in Poetry</li> </ul>

Collection Essential Question: How does our view of the world depends not only on our five senses but also on technology and surprising insight?



Collection \_\_\_\_4\_\_\_\_ Unit Planning

# Collection \_\_5- Absolute Power\_\_\_\_\_ Unit Planning

**Performance Task Unpacked: Write analysis explaining how Macbeth’s character contains traits that all of us share.**

1. This collection focuses on human ambition and our eternal quest for power. In his speech “Why Read Shakespeare?” Michael Mack argues that if you don’t see yourself in Macbeth’s ambition, you’re either misreading the play or misreading yourself.
2. Review the texts in this collection, including the anchor, Shakespeare’s Macbeth. Then write an informative essay that explains how one aspect of Macbeth’s character represents a universal human trait.

**Skills necessary for Performance Task:**

1. includes a clear thesis about the universality of one of Macbeth’s key personality traits
2. engages readers with an interesting observation, quotation, or detail
3. organizes central ideas in a logically structured body that clearly develops the thesis
4. uses domain-specific vocabulary and logical transitions to clarify and connect ideas
5. includes evidence from the texts to illustrate central ideas
6. has a concluding section that follows logically from the body of the essay and sums up the central ideas of the analysis

**Texts to be used in Collections:**

1. “Why Read Shakespeare?”
2. The Tragedy of Macbeth,
3. from Macbeth on the Estate
4. from Holinshed’s Chronicles,
5. “The Macbeth Murder Mystery,
6. “5:00 P.M., Tuesday, August 23, 2005,”
7. close Reader: The Tragedy of Macbeth

**Key Learning Objective**

1. [analyze the use of rhetoric in an argument](#)
2. analyze interactions between characters and theme
3. analyze representations of a scene
4. analyze historical text
5. analyze how an author draws on Shakespeare
6. make and support inferences about word choice

**Language and Style**

1. Rhetorical Questions
2. Inverted Sentences Structure
3. Absolute Phrases

**Vocabulary Strategies**

1. Archaic Language
2. Words from Latin

**Instructional Strategies**

- Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- Paraphrase/reword large paragraphs from the texts in order to support comprehension.
- Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
- Model annotation strategies:Have students use

**Differentiated Instruction**

**Level Up Tutorial**

- Analyzing Arguments
- Theme
- Methods of Characterization
- Elements of Drama
- Figurative Language

**Extend**

**Interactive Whiteboard Lesson**

- Identify Fallacious Reasoning
- Analyze Poetic Form

**\* Analyzing Cultural Experience**

## Collection \_\_5- Absolute Power\_\_\_\_\_ Unit Planning

reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.

-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.

- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.

-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.

-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

Collection Essential Question: How can human ambition be timeless and its fruits fleeting?

# Collection \_\_\_\_ 6-Hard Won Liberty \_\_\_\_ Unit Planning

**Performance Task Unpacked: Write an argument that answers this question: What constitutes true Freedom?**

1. Use the anchor text, "Letter from Birmingham Jail," and consider this question: What constitutes true freedom?
2. Synthesize your ideas about the texts by writing and delivering an argument about the meaning of freedom.

**Skills necessary for Performance Task:**

1. makes a persuasive claim about what constitutes freedom
2. develops the claim with valid reasons and relevant text evidence
3. anticipates and addresses counterclaims
4. uses transitions to link reasons and textual evidence to the claim
5. includes a logically structured body
6. has a satisfying conclusion that effectively summarizes the claim
7. demonstrates appropriate, clear use of language, maintaining a
8. formal tone through the use of standard academic English

**Texts to be used in Collections:**

1. Letter From Birmingham Jail
2. Revolution 2.0
3. Letter to Viceroy, Lord Irwin
4. Gandhi: The rise to Fame
5. The Briefcase
6. Cloudy Day
7. Close Reader: March on Washington
8. Close Reader: Bile

**Key Learning Objective**

1. Analyze argument in a seminal document
2. analyze evidence and ideas in a functional document
3. Analyze an argument and rhetoric and compare accounts in different mediums
4. Analyze interactions between character and theme in a short story
5. Analyze how a poem's shift in tone contributes to its theme

**Language and Style**

1. Repetition and Parallelism
2. Colons
3. Semicolons
4. Prepositional Phrases

**Vocabulary Strategies**

1. Context Clues
2. Domain-Specific Words
3. Denotations and Connotations

**Instructional Strategies**

- Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- Paraphrase/reword large paragraphs from the texts in order to support comprehension.

**Differentiated Instruction**

**Level Up Tutorial**

- Analyzing Arguments
- Informational Text
- Primary and Secondary Sources
- Theme

## Collection \_\_\_\_ 6-Hard Won Liberty \_\_\_\_ Unit Planning

-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.

-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.

-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.

- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.

-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.

-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

- Tone

Extend

Interactive Whiteboard Lesson

- Word Choice and Tone

\*Analyzing Themes in Seminal Documents

\*Integrate Information Sources

\*Synthesize Sources

\*WordSharp Interactive Tutorial

- Denotative and Connotative Meanings

\*Interactive Lesson

- Participating in Collaborative Discussions

Collection Essential Question: How do people around the world win their freedom from oppression?



Positive Outcomes Charter School  
11<sup>th</sup> Grade  
English Language Arts Curriculum Documents

ELA Scope and Sequence  
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
<p><b>Unit 1: Collection 1 Coming to America</b></p>	<p><b>September-October</b></p>	<p>RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9 W 3C L 1, L 3a, L4 <b>W 3d</b></p>	<p><i>Of Plymouth Plantation</i> (Lexile 1440L) *Parts of the <b>narrative</b> can be selected for pacing purposes</p>	<p><b>Writing Activity: Journal Entry and Letter</b></p> <p><b>Writing Activity (W 3d): Bradford’s account describes how the Pilgrims adapted to life in New England. Explore that experience in two brief writing tasks.</b></p> <ul style="list-style-type: none"> <li>Choose an event that Bradford describes and write a <b>journal entry</b> in the character of one of the other English participants in the event. Consider how a personal journal might be different from Bradford’s <b>narrative</b> written for publication.</li> <li>In the character of one of the Pilgrims who survived the first year in New England, write a <b>letter</b> to someone describing your current situation and how it has improved.</li> </ul> <p>Base both pieces of writing on details from the text to create a coherent <b>narrative</b>. As much as</p>

				possible, mirror the seventeenth-century style that Bradford uses.
		RI, RI 2, RI 4, RI 6, RI 10, <b>W 1</b> , SL 1a, SL 1b, SL 1c, SL 1d, L 3a, L4c, L 6	Coming of Age in the Dawnland <b>History Writing</b> by Charles Mann (1290L)	<p><b>Writing Activity: Argument (W 1):</b> This selection presents Mann’s view of Indian societies in New England. Evaluate how successfully he achieves his purpose by writing a brief argument.</p> <ul style="list-style-type: none"> <li>• Write a statement that summarizes Mann’s purpose for writing.</li> <li>• Decide whether you think he succeeded or failed in achieving that purpose. Are the style and content of his writing strong and persuasive? Your position on that question is the claim of your argument.</li> <li>• If you think Mann achieved his purpose, cite evidence that supports that claim. If you think he failed, provide reasons for your opinion.</li> <li>• Present your reasons and evidence in a logical order.</li> </ul>
		RL 1, RL 4, <b>W2, W 2b</b>	<p><i>from</i> The Tempest (Lexile N/A) *Parts of the <b>play</b> can be selected for</p>	<p><b>Writing Activity: Essay (Compare/Contrast)</b></p> <p><b>Writing Activity (W 2, W 2b):</b></p> <p>Ariel and Caliban are both identified as Prospero’s servants, yet they have different relationships with him. Explore these</p>



			<p>pacing purposes *Translated version may be helpful for struggling readers</p>	<p>relationships by writing an <b>explanatory essay</b> following these steps: (1) Identify passages that reveal Ariel’s and Caliban’s character. Look at their own words and actions and what others say about them. (2) Identify passages that reveal Prospero’s relationship with each of them. Look at his words as well as his actions. (3) Make inferences from this evidence to explain the reasons for these different relationships. (3) Organize your information in a <b>compare-contrast</b> structure.</p>
		<p>RL 1, RL 2, RL4, RL 5, RL 7, SL 1a, <b>W 2b</b>, W 3a, W 3d, <b>W 4</b>, L 1, L 4a,</p>	<p><b>Media Version</b> of The Tempest (BBC Shakespeare) Lexile: N/A</p> <p>Media Version of The Tempest (2010 <b>Film</b>)</p>	<p><b>Writing Activities: (W 4, W 2b):</b></p> <p><b>Review:</b> Based on this scene, would you recommend this film to others? Why or why not?</p> <ul style="list-style-type: none"> <li>● Write a review for the school newspaper, presenting your opinion on this interpretation of Shakespeare’s play.</li> <li>● Support your opinion with specific reasons and examples from the film.</li> <li>● Discuss at least two elements of filmmaking from the chart below.</li> <li>● Organize your ideas logically and use the conventions of standard written English.</li> </ul> <p><b>Captions:</b> Complete these activities with a partner.</p>

				<ul style="list-style-type: none"> <li>● Write an extended caption for each image that shows a scene in the film.</li> <li>● Draw from the text of the play to include quotations and other details that provide context for each image and help explain what is happening at that specific moment.</li> <li>● Share your captions with the class.</li> </ul>
		<p>RL 2, RL 3, RL 5, RL 6, L 4a, L 4d, <b>W 3b</b></p>	<p>Balboa <b>Short Story</b> by Sabina Murray (920L)</p>	<p><b>Writing Activity: (W 3b):</b> Dramatic Monologue: Through the portrayal of Balboa, Murray creates a dynamic, multi-dimensional main character. Her characterization enables readers to see him clearly and almost hear his voice. Write a dramatic monologue from the point of view of this fictional Balboa, expressing what he might have said aloud as he stood on the boulder surveying the Pacific Ocean.</p> <ul style="list-style-type: none"> <li>● Draw upon the text for details about the path he followed to “the edge of the world.”</li> <li>● Reveal his motives and his feelings upon accomplishing his goal.</li> <li>● Include his reflections on what his accomplishment really means, incorporating your ideas about the theme.</li> <li>● Present your monologue to a small group.</li> </ul>

		<p>RL 1, RL 2, RL , RL 5, RL 6, <b>W2</b></p>	<p>Mother Tongue <b>Essay</b> by Amy Tan (1120L)</p>	<p><b>Writing Activity: Short Response (W2):</b> Trace the structure of Tan’s essay, describing both its organization and its methods. How does the structure of her essay support her purpose? Cite evidence from the text to support your response.</p>
		<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, L 3a</p>	<p>New Orleans <b>Poem</b> by Joy Harjo Lexile N/A (Close Reader)</p>	<p><b>Speaking Activity:</b> New Orleans is clearly a place of significance to Joy Harjo and the Creeks. Explore that significance through the research and present your findings in an oral presentation.</p> <ul style="list-style-type: none"> <li>● Conduct a short research project to find out more about Creek Indian Removal and its relation to the city of New Orleans. Synthesize at least two sources on the topic.</li> <li>● Reread “New Orleans” and notice how this new information affects your understanding of the poem. Make note of specific passages that you understand more deeply.</li> <li>● Create a chart or other graphic display that summarizes your findings.</li> <li>● Share your findings with a small group.</li> <li>● Present a clear perspective on Creek Indian Removal and how it affects the interpretation of New Orleans.</li> </ul>

		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6  <b>W 2b</b>                  L 2, L 3a, L 5b</p>	<p>“Blaxicans” and Other Reinvented Americans (Lexile 1040L)                  *Parts of the <b>argument</b> can be selected for pacing purposes</p>	<p><b>Writing Activity: Evaluation</b></p> <p><b>Writing Activity (W 2b):</b> Do you find Rodriguez’s argument convincing? Write a two-paragraph evaluation of his essay: In the first paragraph, identify the claim and analyze the author’s support of it, offering examples from the text to identify areas where you find the <b>argument</b> compelling or unconvincing.                  In the second paragraph, evaluate the effectiveness of his rhetoric, examining his use of <b>irony</b>.</p>
		<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6                  L 3a  <b>SL 2, W 7</b></p>	<p>“New Orleans” <b>Poem</b> by Joy Harjo (Lexile N/A)</p>	<p><b>Speaking Activity: Visual Presentation</b></p> <p><b>Speaking Activity (SL 2, W 7):</b>                  New Orleans is clearly a place of significance to Joy Harjo and the Creeks. Explore that significance through research and present your findings in an <b>oral presentation</b>. Conduct a short <b>research project</b> synthesizing at least two sources. How does this research impact your understanding of the poem? Make note of specific passages you have more understanding about and display them graphically (chart or other graphic display).</p>
		<p>RL 1, RL 2, RL 4, <b>W 7</b></p>	<p>Indian Boy Love Song (# 2)</p>	<p><b>Writing Activity: Short Response (W 7):</b></p>

			<p><b>Poem</b> by Sherman Alexie (Lexile N/A) Close Reader</p>	<p>What do you think is the theme of “Indian Boy Love Song # 2? What is the central idea about life or human nature that Alexie wants to communicate to his readers? Cite textual evidence in your response.</p>
				<ul style="list-style-type: none"> <li>● <b>Unit Final Assessment</b> <b>Write an Argument (W 1 a-e, W 9):</b></li> </ul> <p>Look back at the anchor text “Of Plymouth Plantation” and at the other texts you have read in this collection. Synthesize your ideas about them writing an <b>argument</b>. Your <b>argument</b> should persuade readers to agree with your claim about how immigration changed America, and how America changes those who come here.</p> <ul style="list-style-type: none"> <li>● <b>Collection 1 Test</b></li> </ul>
<p><b>Unit 2: Collection 2 Building a Democracy</b></p>	<p><b>November-December</b></p>	<p>RI 1, R4, RI 5, RI 6, RI 8, RI 9, W 2a, W 2b, W 7, W 8, W9b SL 6</p>	<p>The Declaration of Independence (Lexile 1320L) <i>from</i> the United States</p>	<p><b>Writing Activity: Explanatory Essay</b></p> <p><b>Writing Activity (RI9, W2):</b></p> <p>In many ways, the Constitution was built on the foundation of The Declaration of Independence. Explore the details of how the Declaration</p>

		L 3a, L 4c, L 6 <b>W2, W4, W9, SL 1</b>	Constitution (Lexile 1580L) *Use Close Reader for struggling readers	influenced the Constitution by writing an <b>explanatory</b> essay considering the following questions: <ul style="list-style-type: none"> <li>• How might the abuses of the British government have influenced the type of government the United States established and the type of rights it wanted to protect?</li> <li>• How did the focus on “unalienable rights” in the Declaration specifically influence ideas in the Bill of Rights?</li> <li>• Cite evidence from both <b>documents</b> to support your ideas. Communicate your ideas clearly and accurately using a formal style.</li> </ul>
			from the United States Constitution <b>Public Document</b> (1470L) <b>Close Reader</b>	<b>Writing Activity:</b> Analyze how the author’s structured this part of the Constitution. How does this part of the Constitution uphold the principles of a representative democracy, a separation of powers, and a system of checks and balances? Review your reading notes. Be sure to cite textual evidence in your response.
		RI 1, RI 4, RI 6, RI 8, <b>SL 1b, SL 1c,</b> L 3a, L 5b	The Federalist No. 10 <b>Argument</b> by James Madison (1390L)	<b>Speaking Activity (SL 1b, SL 1c):</b> Madison concludes that factions are a part of a free society and that it can be challenging to deal with the animosity that they create. Work

				<p>with a small group to promote a civil, democratic discussion about an issue that creates factions by following these steps.</p> <ul style="list-style-type: none"> <li>● brainstorm with your group to choose a topic that creates factions at school, in your community, or in the nation.</li> <li>● Together, write a set of rules that will guide your discussion.</li> <li>● In your discussion, pose and respond to questions that will allow a full range of contrary positions to be heard.</li> <li>● Write a brief evaluation of how well your rules worked.</li> </ul>
			<p><b>Public Document</b> Petition to the Massachusetts General Assembly (2110) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b> Summarize the purpose and premises of Hall’s argument. Review your reading notes, and be sure to include textual evidence.</p>
		<p>RI 1, RI 3, RI 4, RI 5, W2, L 2a, L 4c, L 4d</p>	<p><b>History Article</b> by Ron Chernow (1340L)</p>	<p><b>Writing Activity:Essay ( W2):</b> Chernow states that the clash between Hamilton and Jefferson “produced two divergent visions of the country’s future that divide Americans to the present day.”</p> <ul style="list-style-type: none"> <li>● Write an essay that provides a point-by-point comparison of these two</li> </ul>

				<p>visions using Chernow’s article as a model for the structure and a source of content.</p> <ul style="list-style-type: none"> <li>● Conclude your essay with a paragraph that explores how these visions continue to divide Americans, based on prior knowledge or research.</li> <li>● In your essay, include evidence from the text and use the conventions of standard English.</li> </ul>
			<p><b>Article</b> by Woody Holton Abigail Adams’ Last Act of Defiance (1250L)</p>	<p><b>Writing Activity: Short Response</b></p> <p>What problem did Adams confront about what was her solution? Review your reading notes, and be sure to cite text evidence in your response.</p>
		<p>RL 1, RL 2, RL4, RL 5, RL 9, W 9 <b>SL 1, SL 1d</b></p>	<p><b>Poems</b> by Phillis Wheatley(Lexile N/A) On the Emigration to America and Peopling the</p>	<p><b>Speaking Activity (Compare/Contrast)</b></p> <p><b>Speaking Activity (SL 1):</b></p> <p>How does each poet’s attitude toward authority affect his or her interpretation of life in the colonies? With a partner, discuss similarities and differences. Write a <b>brief summary</b> of your discussion that includes the similarities and</p>



			<p>Western country *For pacing purposes choose two <b>poems to compare and contrast.</b></p>	<p>differences you found between the two poets and key textual evidence that supports your analysis.</p>
		<p>RL 1, RL 5, RL 6, <b>W 5, W 7, W 9a, W 10</b>, SL 1a, SL 3, L 3a</p>	<p><b>Short Story</b> by Charles Johnson A Soldier for the Crown(1250L)</p>	<p><b>Writing and Speaking Activity (W 5, W 7, W 9a, W 10):</b> Alexander Freeman decides to continue fighting for the British in the Revolution after her brother died. However, she had several other options. Prepare for a small group discussion by doing some research and writing an outline of your notes. Complete these steps:</p> <ul style="list-style-type: none"> <li>● Identify the other alternatives Freeman considers</li> <li>● research the alternatives by looking for information about the role of African Americans in the Revolutionary War.</li> <li>● write notes about your research, remembering to identify each of your sources.</li> <li>● gather with a small group to discuss and evaluate Alexander Freeman’s options</li> <li>● use your research notes to support your ideas during the discussion.</li> </ul>

				<ul style="list-style-type: none"> <li>as a group write a summary of your discussion including whether you agree or disagree about the decision Alexander Freeman made.</li> </ul>
		<p>RI 3, RI 7, RI 9, W1, W 6, SL 1, <b>SL 4, SL 5</b></p>	<p><b>Documentary</b> by History Patrick Henry: Voice of Liberty (Lexile N/A)</p>	<p><b>Media Activity: Presentation (SL 4, SL 5):</b> What is a foundational document for the 21st century? Work with a partner to create a media presentation that responds to this question.</p> <ul style="list-style-type: none"> <li>Choose a book, album, movie, Website, or even law that could be considered the equivalent of a foundational document today.</li> <li>Explain the impact of this work on society, citing specific details.</li> <li>Incorporate your defense of your choice into a media presentation. If possible, use elements similar to those seen in Patrick Henry: Voice of Liberty.</li> </ul>
				<p><b>Unit Final Assessment</b></p> <p><b>Informative Essay (W 2, W 4, W 9, SL 1):</b></p>

				<p>Choose three texts you have read in this collection, including the anchor texts-the Declaration of Independence and the U.S. Constitution-and identify how each author, character, or founder finds a balance between preserving the individual rights and forming a strong and long lasting union. Write an <b>informative essay</b> in which you cite evidence from all three texts to support your topic.</p> <ul style="list-style-type: none"> <li>● <b>Collection 2 Test</b></li> </ul>
<p><b>Unit 3: Collection 3 The Individual and Society</b></p>	<p><b>January-February</b></p>	<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, <b>SL 4, SL 6,</b> L 3a, L 5a</p>	<p>Poem by Walt Whitman <i>from</i> "Song of Myself" (Lexile N/A) *Parts of the <b>poem</b> can be selected for pacing purposes</p>	<p><b>Speaking Activity: Oral Defense</b></p> <p><b>Speaking Activity (SL 4, SL 6):</b></p> <p>Whitman has been accused of being an "egoist", or overly focused on himself, by some readers of his poetry. Use your reading of the selections from "Song of Myself" to defend him against this charge. Present your defense to the class. Have class members evaluate the effectiveness of your <b>argument</b>.</p>
			<p><b>Poems</b> by Walt Whitman "I Hear America Singing" "A Noiseless</p>	<p><b>Writing Activity: Short Response</b></p> <p>What is the theme of the poem? What details communicate that theme? Cite evidence from the text.</p>

			<p>Patient Spider” Lexile N/A <b>Close Reader</b></p>	
		<p>RI 1, RI 3, RI 6, W 1, <b>SL 1a, SL 1c</b>, L 3a, L 4b</p>	<p><b>Essay</b> by Kesaya E. Noda Growing Up Asian in America (900L)</p>	<p><b>Speaking Activity: Discussion (SL 1a, SL 1c):</b></p> <p>Noda describes different ways in which society affects her individual identity. Explore this topic in a group discussion.</p> <ul style="list-style-type: none"> <li>● Reread the essay and look for examples of the role of the community and society in shaping the three aspects of Noda’s personal identity.</li> <li>● prepare notes on your reading to be used in a small group discussion.</li> <li>● Refer to your evidence to present your ideas. Allow everyone in the group to have a chance to participate in the exchange of ideas.</li> <li>● Pose and respond to questions to clarify or challenge ideas and conclusions.</li> </ul>
		<p><b>RL 1, RL 2,</b> RL 4, RL 6, RL 9, <b>W 1,</b> <b>W 4</b>, L 3, L4a, L 4b, L 5a</p>	<p><b>Poems</b> by Emily Dickinson: The Soul selects her own society, Because I could not stop for</p>	<p><b>Writing Activity: Analysis(RL 2):</b></p> <p>Emily Dickinson chose each word carefully. But it is up to you the reader to determine the impact of the specific word choices on meaning and tone. Choose one of Dickinson’s poems and write a two paragraph analysis of it.</p>

			<p>death, Much Madness is divinest Sense, Tell all truth but tell it slant (Lexile N/A)</p>	<ol style="list-style-type: none"> <li>1. In the first paragraph, explain, line by line, what the poem means. Include opposing claims and counterarguments.</li> <li>2. In the second paragraph, explain how specific words and phrases helped you determine the meaning and tone of the poem.</li> </ol> <p>In your writing, include evidence from the text and use the conventions of standard English.</p>
		<p>RI 1, RI 2, RI 3, RI 5, <b>W 2, W 7</b> L 3a, L 4A, L 4b, L 4c</p>	<p>Against Nature Argument by Joyce Carol Oates (Lexile 1000L) *Parts of the <b>argument</b> can be selected for pacing purposes</p>	<p style="text-align: center;"><b>Writing Activity: Analysis</b></p> <p style="text-align: center;"><b>Writing Activity (W 2, W 7):</b></p> <p>Review the Oscar Wilde passage that Oates quotes in the lines 161-176. Do you agree with the ideas he expresses? Write a brief <b>analysis</b> of the passage.</p> <ul style="list-style-type: none"> <li>● Identify Wilde’s central idea and the details he uses to support it. Decide whether you agree with his idea and why.</li> <li>● Consider how the passage fits into the structure of Oates <b>argument</b>. What central idea of hers does the Wilde passage support?</li> </ul>

		RI 1, RI 2, RI 3, RI 5, RI 6, <b>W 2</b> , L3a, L4a, L 4d, L5a	<b>Essay</b> by Henry David Thoreau <i>from</i> <i>Walden</i> (1250L)	<p><b>Writing Activity: Essay(W2):</b>                      Transcendentalism emphasized living a simple life and celebrating the truth found in nature, emotion, and imagination. How does <i>Walden</i> reflect these key aspects of transcendentalism? Write an essay that answers this question.</p> <ul style="list-style-type: none"> <li>● Reread the excerpts and look for the most significant evidence of each aspect of transcendentalism.</li> <li>● Organize your evidence so that you can develop the topic of your essay into a unified whole.</li> <li>● Use appropriate transitions, varied syntax, and precise language to maintain a formal style</li> <li>● Provide a concluding statement that follows from the evidence presented.</li> </ul>
			<p><b>Essays</b> by Ralph Waldo Emerson <i>from</i> <i>Nature</i>(990L) <i>from</i> <i>Self-Reliance</i> (980)  <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b></p> <p>Write an objective summary of the piece by restating the central idea in your own words. Be sure that your objective summary is free from personal opinions. Cite text evidence.</p>
		RI 1, RI 2, RI 3, RI 5,	<b>Argument</b> by Joyce Carol	<b>Writing Activity (W2, W7):</b>

		<b>W 2, W7,</b> L 3a, L4a, L4b, L4c	Oates Against Nature (1000L)	Review the Oscar Wilde passage that Oates quotes in lines 161-176. Do you agree with the ideas he expresses? Write a brief analysis of the passage and its place in Oates 's argument. <ul style="list-style-type: none"> <li>● Identify Wilde's central idea and the details he uses to support it. Decide whether you agree with his idea, and why.</li> <li>● Consider how the passage fits into the structure of Oates's argument. What central idea of hers does Wilde support?</li> <li>● Write a brief analysis that summarizes your ideas.</li> </ul>
			<b>Essay</b> by David Gessner Spoiling Walden: Or How I Learned to Stop Worrying and Love Cape Wind(1050L)	<b>Writing Activity: Short Response</b>  In what ways does the structure of Gessner's essay help engage his reader? Cite text evidence in your response.
		<b>RL 1, RL 2,</b> <b>RL 3, RL 4,</b> <b>RL 5,</b> RL6 RL 7, RL 8, <b>RL 9</b> SL 1, SL 3	The Minister's Black Veil by Nathaniel Hawthorne (Lexile 1260L)	<b>Writing Activity: Analysis</b> <b>Writing Activity: (RL 2-9, W 9a):</b>  Reread the <b>American Romanticism</b> essay on page 234. In a one-page essay, describe how "The Minister's Black Veil" and "The Pit and the

		<p>L 5b W 3, W 7, W 8, <b>W 9a</b> SL 1, SL 1a, L3a, L4a, L4d</p>	<p>The Pit and the Pendulum by Edgar Allan Poe (1020L)</p>	<p>Pendulum” both exemplify aspects of Romantic Literature. In your <b>analysis</b>, consider the following elements: <b>Narrative features</b>, Tone, themes about life and the historical context of each story.</p>
				<p style="text-align: center;"><b>Unit Final Assessment</b></p> <p style="text-align: center;"><b>Option A: Narrative (W 3a-e, W 4, W 5, W 9a-b):</b></p> <p>Consider the following quotation: “Trust thyself: every heart vibrates to that iron string.” (Ralph Waldo Emerson, from “Self-Reliance”) What does this quote really mean and how does it connect to the texts in this collection? Should we listen to our own internal sense of what is right or wrong, or what is true or untrue? Look back at the anchor text “Song of Myself” and the other texts in the collection. Then synthesize your ideas about the role of an individual in society by writing a personal, nonfiction, or fictional <b>narrative</b>.</p> <p style="text-align: center;"><b>Option B: Debate an issue (W1, W 2, W 9a-b, SL 1a-d, SL 3, Sl 4, Sl 6):</b></p>



				<p>The anchor text “Against Nature” presents a critique of the way many writers have interpreted the natural world, including Henry David Thoreau in his “rhapsodic chapter” on Spring. Do you agree or disagree with Joyce Carol Oates’s critical assessment of nature writing? Synthesize your ideas by writing a <b>brief argument</b> and then debating the issue with your classmates.</p> <p>*read Rhapsodic chapter prior to assessment.</p> <ul style="list-style-type: none"> <li>● <b>Collection 3 Test</b></li> </ul>
<p><b>Unit 4 Collection 4 A New Birth of Freedom</b></p>	<p><b>February-March</b></p>	<p>RI 1, RI 2, RI 5, RI 8, RI 9, <b>SL 1a, SL 1c</b> L 2, L 3a, L 4c</p>	<p>Second Inaugural Address Speech by Abraham Lincoln (Lexile 1160L)</p>	<p><b>Speaking Activity: Discussion</b></p> <p><b>Speaking Activity (SL 1a, SL 1c):</b></p> <p>As president, Lincoln’s goal was to unify the North and the South. Explore how this <b>speech</b> supports that goal.</p> <ul style="list-style-type: none"> <li>● Work with a partner where each partner takes the side of the North or the South.</li> <li>● Review Lincoln’s <b>speech</b> and discuss how it speaks to your interests and concerns.</li> <li>● In your <b>discussion</b>, pose and respond to questions that will allow each partner’s position to be fully expressed and heard.</li> <li>● Write a <b>summary</b> of how Lincoln’s speech promoted unity between the North and the South.</li> </ul>

			<p><b>Legal Document</b> by Abraham Lincoln The Emancipation Proclamation (2130L) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b></p> <p>Analyze Lincoln’s argument that he is taking action that is of “military necessity.” Refer to your reading notes, and cite text evidence in your response.</p>
		<p>RI 1, RI 2, RI 5, <b>RI 6, RI 8, W 4, SL 1, SL 3, L 3a, L 4, L 4c, L 4d</b></p>	<p>What to the Slave Is the Fourth of July? <b>Speech</b> by Frederick Douglass (Lexile 1200L)</p>	<p><b>Writing Activity: Outline and Summary</b></p> <p><b>Writing Activity (RI 6, RI 8, W 4, SL 1):</b></p> <p>Create an outline with a list of the general principles Douglass discusses. Determine how Douglass supports each general principle with logical evidence or reasoning. Use your outline to write a summary of the speech that includes only the logic and reasoning Douglass used to persuade his audience to agree with his central ideas.</p>
		<p>RI 1, RI 3, RI 6, RI 9, <b>W 2, L 4b</b></p>	<p>Declaration of Sentiments <b>Public Document</b> by Elizabeth Cady Stanton</p>	<p><b>Writing Activity: Comparison</b></p> <p><b>Writing Activity (W 2):</b></p> <p>What are the similarities and differences between the Declaration of Sentiments and the</p>

			(1430L)	Declaration of Independence? Write an essay making a point-by-point comparison of the two documents.
			<b>Public Document</b> by Dekanawida <i>from</i> The Iroquois Constitution (1270L)	<b>Writing Activity: Short Response</b> What is Dekanawida’s primary purpose for writing this Constitution? What steps does he take to make sure the Confederation is successful? Refer to your reading notes, and be sure to cite text evidence in your response.
		RI 3, RI 4, RI 6, W 7, W 8, SL 1a, SL 3, SL 4, SL 5, L3a, L4a, L4d	<b>History Writing</b> by Iris Chang Building the Transcontinental Railroad (1310L)	<b>Speaking Activity: Discussion (W 7, SL 1a, SL 3):</b> “Building the Transcontinental Railroad” describes the roles the Chinese workers in creating an infrastructure that transformed the United States. Explore the topic in further depth and evaluate Chang’s account through research and discussion. <ul style="list-style-type: none"> <li>● Conduct research on the building of the transcontinental railroad. Take notes to compare and contrast your findings with Iris Chang’s account. List similarities and differences between Chang’s account and the accounts you discover in your research.</li> <li>● Engage in a collaborative group discussion to evaluate the effectiveness of</li> </ul>

				<p>Chang’s account based on the details and events she includes, her links among ideas, and her points of emphasis. Support your opinions with evidence from the text and from your research.</p>
			<p><b>Newspaper Article</b> by Joe Lapointe Bonding Over a Mascot (1220L) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b></p> <p>What is the author’s purpose in writing this newspaper article? Cite evidence to show how he supports his ideas in your response.</p>
		<p>RI 3, RI 6, RI 7, RI 9 <b>SL 1, SL 2, SL 3, SL 4</b></p>	<p>The 54th Massachusetts <b>Documentary</b> by History</p>	<p><b>Speaking Activity: Debate</b></p> <p><b>Speaking Activity (SL 1-SL 4):</b></p> <p>Would the entrance of black soldiers into the Civil War have been as effective if it had taken place earlier? In a small group, debate this question, drawing on information and ideas presented in the video.</p>
		<p>RL 2, RL 4, RL 5, RL 6, W 2b, W 7, W 8, W 9</p>	<p><b>Poem</b> by Robert Hayden Runagate Runagate (Lexile N/A)</p>	<p><b>Writing Activity: Essay (W2b, W 9):</b></p> <p>Compare this poem with lines 17-25 in section 33 of Walt Whitman’s “Song of Myself” in Collection 3. Both Whitman and Hayden imagine the plight of fugitives from slavery.</p>

				<p>Write a one page essay exploring the similarities and differences in their presentations.</p> <ul style="list-style-type: none"> <li>● Consider the background and purpose of each poet.</li> <li>● List some of the content and imagery the poets choose to achieve that purpose.</li> <li>● Think about how the rhythms and diction of each poem contribute to its overall structure and meaning.</li> <li>● Begin with a brief, objective summary of each poem.</li> <li>● Include specific examples to support your opinions.</li> <li>● Use conventions of standard written English.</li> </ul>
				<p><b>Unit Final Assessment: Persuasive Speech</b></p> <p><b>Persuasive Speech (SL 4, W 1a-e, W 9a-b):</b></p> <p>The texts in this collection focus on the continuing work of bringing freedom and justice to all members of American society. Look back at the anchor text, Lincoln’s Second Inaugural Speech, and other texts in the collection. What messages about freedom-its</p>

				<p>meaning and its costs-do the texts convey? Synthesize your ideas by preparing a persuasive speech about the kind of freedom you would like to see expanded in today's world. Incorporate rhetorical and literary devices from the collection texts to enhance the power of your speech.</p> <ul style="list-style-type: none"> <li>● <b>Collection Test 4</b></li> </ul>
<p><b>Unit 5 Collection 5 An Age of Realism</b></p>	<p><b>March-April</b></p>	<p>RL 1, RL 2, RL 3, RL 5, RL 6, <b>W 3, W 5</b>, L 3a, L 4c</p>	<p>To Build a Fire by Jack London (Lexile 970L)</p>	<p><b>Writing Activity: Narrative</b></p> <p><b>Writing Activity (W 3, W 5):</b></p> <p>Realism and Naturalism both feature detailed descriptions of specific places. Write a narrative that incorporates details to describe a place you know well. Provide realistic details to develop the setting. Avoid expressing emotion in the text; allow readers to respond naturally to the details you provide.</p>
			<p><b>Short Story</b> by Stephen Crane The Men in the Storm (1200L) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b></p> <p>Identify the theme of the story and explain how its central ideas develop, interact, and build on one another throughout the course of the text. Be sure to support your ideas by citing text evidence.</p>

		<p>RL/RI 1                  RL/RI 2                  RL 3                  RL/RI 4                  RL/RI 5                  RL/RI 6                  W 2, W 4, W                  7, W 8, L 2, L                  3a, L 4b, L                  4c,  <b>SL 3, SL 4</b></p>	<p>From The                  Jungle by                  Upton Sinclair                  (Lexile 1310)</p> <p>Food Product                  Design from                  Fast Food                  Nation by Eric                  Schlosser                  (1290L)</p>	<p><b>Speaking Activity: Debate</b></p> <p><b>Speaking Activity (SL 3, SL 4):</b></p> <p>Are foods safer now than they were when <i>The Jungle</i> was written?</p> <p>Prepare for a debate in which the focus of the debate s on the aspects of food production: meat processing, chemical flavoring, and working conditions. Students may include evidence about new labor and food inspection laws passed in the early 20th century.</p>
			<p><b>Science Writing by</b></p>	<p><b>Writing Activity: Short Response</b></p>

			<p>Mary Roach The Yuckiest Food in the Amazon (900L)</p>	<p>What is Roach’s purpose in writing this article? How does her tone convey this purpose? Review your reading notes and be sure to cite text evidence in your response.</p>
		<p>RI 1, RI 2, RI 4, RI 6, RI 10, <b>SL 2</b>, <b>SL 6</b>, L3a, L4c, L5a, L5b</p>	<p><b>Essay</b> by Mark Twain The Lowest Animal (1040L)</p>	<p><b>Speaking Activity: Lecture(SL 2, SL 6):</b> Twain was a popular lecturer in his time. Try delivering a section of “The Lowest Animal” as an effective lecture.</p> <ul style="list-style-type: none"> <li>● Use library or internet resources to listen to some audio recordings of actors impersonating Twain’s voice and style of speaking.</li> <li>● Choose a section of the essay to present as a lecture to a small group. Consider how to make the implicit elements of satire more obvious to listeners.</li> <li>● As a speaker, use pacing, gestures, and inflection to communicate Twain’s ideas, his humor, and his irony.</li> <li>● After giving your lecture and listening to those of others in your group, write a one-page summary comparing the experience of reading the essay to speaking it and listening to it.</li> </ul>



		<p>RI 1, RI 2, RI 4, RI 5, RI 7, SL 3, <b>W7, W8, W9</b></p>	<p><b>Essay</b> by Jacob Riis Tenements and the “Other Half” (1410L)  <b>Documentary</b> by History America: The Story of Us: Jacob Riis(Lexile N/A)</p>	<p><b>Writing Activity: Essay (W7, W8, W9):</b>                  During the late 1800’s and early 1900s, many people, including Jacob Riis, worked to solve societal issues. Write an informative essay to answer this question: What was life like in the New York tenements? Use tips to get started.</p> <ul style="list-style-type: none"> <li>● start collecting information to support your claim. Write an outline for your essay. Use information from “Genesis of the Tenement”, Jacob Riis’s photographs, the table, and the video.</li> <li>● Remember to jot down and include source information.</li> <li>● In your essay, introduce your topic and develop it by choosing the most significant and relevant information available. Avoid using ambiguous data that can be misinterpreted.</li> <li>● Consider presenting some of your information in quantitative or visual formats to help your readers understand.</li> <li>● In your conclusion, summarize the information you have presented.</li> </ul>
		<p>RL 1, RL 2, RL 3, RL 5, RL 6, <b>SL 1a</b>, SL 4</p>	<p><b>Short Story</b>                  The Story of an Hour by Kate</p>	<p><b>Speaking Activity: Discussion</b>  <b>Speaking Activity (SL 1a):</b></p>

			<p>Chopin (Lexile 970)</p>	<p>There are many strong examples of irony in “The Story of an Hour.” Collaborate with others to discuss what irony adds to Chopin’s message. Then write a brief summary of the key ideas from your discussion.</p> <ul style="list-style-type: none"> <li>● Why did Chopin choose to communicate so much of her theme, or message through the literary device of irony? In the context of her era and of her audience’s possible attitudes, why might this have been an appropriate or attractive choice?</li> <li>● Consider the irony of Mrs. Mallard’s death. How has her death-its timing and its cause-ironic? What does the irony of her death add to Chopin’s message?</li> <li>● In your discussion and summary, include evidence from the text and revise to use conventions of standard English.</li> </ul>
			<p><b>Short Story</b> by Edith Wharton A Journey (870L) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b> What do you think is the theme of “A Journey”? How does Wharton’s use of irony hint at a deeper message about life that the author wants to convey? Support your response with explicit textual evidence.</p>

		<p>RL 1, RL 2, RL 4, RL 5, RL 6, <b>W3d</b>, SL 1</p>	<p><b>Poem</b> by Elizabeth Bishop The Fish (Lexile N/A)</p>	<p><b>Writing Activity:Description (W 3d):</b></p> <p>Bishop describes the fish in intense detail, and this detail helps create a symbolic meaning for the fish. Write a paragraph or poem that uses vivid description to help represent a symbol.</p> <ol style="list-style-type: none"> <li>1. Choose an object or animal that has a symbolic meaning to you.</li> <li>2. Gather details about the object or animal to create a vivid, realistic description.</li> <li>3. Choose specific details that help readers clarify what the object or animal means to you. The meaning should be implicit, not stated directly.</li> </ol>
			<p><b>Poem</b> by Pablo Neruda Ode to a Large Tuna in the Market (Lexile N/A) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b></p> <p>In the Background section, you read that Neruda does not “believe in symbols.” What do you think the tuna means to him? Review your reading notes, and remember to cite text evidence in your response.</p>
				<p><b>Unit Final Assessment: Analytical Essay</b></p> <p><b>Analytical Essay (W 2a-f, W 9a-b):</b></p>

				<p>This collection opens with the quotation “Reality is that which, when you stop believing in it, doesn’t go away.” Look back at the anchor text, “To Build a Fire”, and at the other texts in this collection. What particular themes or central ideas does each writer want readers to recognize about reality, and why? What stylistic choices does each author make in order to reveal a specific version of reality? Synthesize your ideas by writing an analytical essay.</p> <ul style="list-style-type: none"> <li>● <b>Collection 5 Test</b></li> </ul>
<p><b>Unit 6 Collection 6 The Modern World</b></p>	<p><b>May-June</b></p>	<p>RL 1, RL 2, RL 3, RL 4, RL 5, <b>W 3a</b>, W 3d, L 3a, L 4c</p>	<p>Winter Dreams by F. Scott Fitzgerald (Lexile 1100L)</p>	<p><b>Writing Activity: Letters</b></p> <p><b>Writing Activity (W 3a):</b></p> <p>Explore Dexter’s and Judy’s feelings for one another in two brief writing tasks.</p> <ul style="list-style-type: none"> <li>● In the character of Dexter, write a letter in which you profess your love to Judy and tell her what she represents to you.</li> <li>● In the character of Judy, respond to Dexter’s letter, sharing with him any feelings you have for him.</li> <li>● Based on these letters, write a brief analysis of why the relationship should succeed or fail.</li> </ul>

		<p>RL 2, RI 4, RL 5, RL 9, <b>W 2, W 10</b></p>	<p>Poems of the Harlem Renaissance</p> <p>Song of the Son by Jean Toomer</p> <p>From the Dark Tower by Countee Cullen</p> <p>A Black Man Talks of Reaping by Arna Bontemps</p>	<p><b>Writing Activity: Informative Essay</b></p> <p><b>Writing Activity (W 2):</b></p> <p>Write an informative essay in which you compare and contrast the themes of three poems.</p> <ul style="list-style-type: none"> <li>● Determine a message about the African American experience expressed in each poem through the use of the extended metaphor of planting and reaping.</li> <li>● Choose significant imagery from each poem that demonstrates how the poet used the metaphor to convey theme.</li> <li>● Use a compare-and-contrast organizational structure to highlight similarities and differences among the three poems.</li> <li>● Draw a conclusion from the information you present about the relationship between the themes of the three poems.</li> </ul>

			<p><b>Essay</b> by Zora Neale Hurston How It Feels to Be Colored(950L)</p> <p><b>Poem</b> by Langston Hughes(Lexile N/A)</p>	<p><b>Writing Activity:Short Response</b> Discuss how Hurston’s essay and Hughes’poem-in their subject matter, style and form, and content-exemplify the themes of the Harlem Renaissance. Review your reading notes, and cite text evidence in your response.</p>
		<p>RL 3, RL 4, RL 5, RL 9, <b>W 2</b>, L3a</p>	<p><b>Poems</b> by Robert Frost Mending Wall The Death of the Hired Man (Lexile N/A)</p>	<p><b>Writing Activity: Interview Summary(W 2):</b> Both “ Mending Wall” and “The Death of the Hired Man” have ambiguous lines in them that can be interpreted in different ways. Simulate a reporter and interview five of your classmates and then summarize their interpretations.</p>

				<ul style="list-style-type: none"> <li>● Choose several lines from each poem that are ambiguous.</li> <li>● Ask five classmates to give you their interpretations of the lines.</li> <li>● Write a summary of their interpretations and include a comparison to your own ideas about the meanings of the lines.</li> <li>● Discuss your findings in a small group. Do the interpretations across the classroom have certain similarities in tone or content?</li> </ul>
		<p>RL 3, RL 5, SL 1a, <b>W 2,</b> <b>W 4</b></p>	<p><b>Drama</b> by Arthur Miller The Crucible (Lexile N/A)</p>	<p><b>Writing Activity:Essay (W 2, W 4):</b> Why does John Proctor change his mind and tear up the confession even though this virtually condemns him to die? In four or five paragraphs, discuss Proctor’s perception of a morally righteous person and how that perception affects his decision. Think about Rebecca Nurse’s reaction to his confession and Elizabeth’s assertion that “there be no higher judge under Heaven than Proctor is!”</p> <ul style="list-style-type: none"> <li>● Explain the choices that Proctor must make to arrive at his decision.</li> <li>● Clarify how Proctor’s idea of morality differs from that of the judges.</li> <li>● Use quotations and examples from the play to support key points.</li> </ul>

			<p><b>Drama by Arthur Miller from The Crucible (Lexile N/A)</b></p> <p><b>Close Reader</b></p>	<p><b>Writing Activity: Short Answer</b></p> <p>The plot of The Crucible slowly becomes more and more complicated. Why do you think Miller chooses to reveal information gradually rather than all at once? Look back at your reading notes and be sure to support your ideas by citing evidence from the text.</p>
		<p>RL 1, RL 7, W 4, SL 1</p>	<p><b>Compare Media</b></p> <p><b>Audio Excerpt from The Crucible by Arthur Miller (Lexile N/A)</b></p> <p><b>Images from a Film Version of The Crucible (Lexile N/A)</b></p>	<p><b>Writing Activity: Diagram (W 4):</b> Complete these activities in a small group.</p> <ul style="list-style-type: none"> <li>● Choose a short scene from the play.</li> <li>● Diagram the scene with specific directions for the actors about where to stand and how to move.</li> <li>● Have volunteer actors within the group follow the directions.</li> <li>● Discuss how the blocking affects the group’s interpretation of the scene. Share insights with the class,</li> </ul> <p><b>Writing Activity: Captions (W 4):</b> Every director has to make decisions when interpreting the text of a play for a film adaption. The selected production stills offer clues to one director’s decisions.</p> <ul style="list-style-type: none"> <li>● With a partner, write captions identifying when and where the action in the photograph might be happening.</li> </ul>



				<ul style="list-style-type: none"> <li>● Compare the director’s vision of that part of the play with Miller’s drawing from the stage directions as well as the dialogue.</li> <li>● Discuss the similarities and differences and how they affect your perception of the action.</li> <li>● Share your analysis with the class.</li> </ul>
		<p>RI 1, RI 2, RI 4, RI 8, W 2, W 7, <b>SL 3</b>, <b>SL 4</b>, L 3a, L 4c, L 6</p>	<p><b>Opinion and Dissents</b> by the Supreme Court of the United States <i>Tinker v. Des Moines Independent Community School District</i> (1500L)</p>	<p><b>Speaking Activity: Debate (SL 3, SL 4):</b></p> <p>Do students have the right to engage in protests or demonstrations at school? What would be appropriate limits on such activities?</p> <ul style="list-style-type: none"> <li>● Form teams of two to three students each, grouped according to what the individuals feel are acceptable forms of protest on school grounds.</li> <li>● Each team should gather supporting ideas and details for their viewpoint from the two main parts of the Supreme Court decision.</li> <li>● Conduct a simulated debate, following the rules for debating found in the Handbook.</li> <li>● After the debate, write an evaluation of which side presented the most compelling argument.</li> </ul>

		<p>RI 3, RI 4, RI 5, RI 6, <b>W 7, W 8</b>, SL 1, L 4b, L 4c</p>	<p><b>Argument</b> by Ray Kurzweil The Coming Merging of Mind and Machine (1200L)</p>	<p><b>Writing Activity: Research Report (W 7, W 8):</b> Kurzweil’s article touches on many subjects that could themselves be the topics of entire science articles. Select one such topic that interests you and write a brief research report about it.</p> <ol style="list-style-type: none"> <li>1. Review the article and find a topic of interest to you, such as the implants used to help patients with Parkinson’s disease, nanobots, virtual reality, speech recognition technology, or something else.</li> <li>2. Do some research to learn more about your topic.</li> <li>3. Synthesize what you learn in a brief report. Keep track of the sources of your information, and be sure to draw from only reliable sources.</li> <li>4. Share your report with a small group of classmates. Discuss how the new information helps you understand Kurzweil’s article more fully.</li> </ol>
			<p><b>Essay by</b> Freeman Dyson Science, Guided by Ethics (1230L)</p>	<p><b>Writing Activity: Short Response</b> Do you think Dyson offers a convincing argument that green technology must be guided by ethics? Review your reading notes, and</p>

				evaluate the merit of his claim and evidence offered. Cite textual evidence in your response.
		RL 1, RL 2, RL 3, RL 4, RL 5, <b>SL 5</b> , L 4a, L 4c, L 6	<b>Short Story</b> by David Brin Reality Check (920L)	<p><b>Media Activity: Analysis(SL 5):</b> How does the author’s structure create a contrast that helps to convey theme? With a partner, answer this question in a media presentation.</p> <ul style="list-style-type: none"> <li>• Take photographs, make video recordings, or find copyright-free images or clips that develop an impression of the “worlds” described or hinted at in this story.</li> <li>• Record an audio track that explains the effectiveness of the story’s structure in creating contrast between these “worlds.” Put your elements together and make your presentation to the class.</li> </ul>
		RI 1, RI 2, RI 5, RI 6, W 2a, W 2b, W 7, <b>SL 5</b> , L 3, L 4b	<b>Argument</b> by Jared Diamond The Ends of the World as we Know them (1230L)	<p><b>Media Activity: Presentation (SL 5):</b> Adapt part of the selection into a multimedia presentation.</p> <ul style="list-style-type: none"> <li>• Work with a small group and decide on the topic(s) of your presentation. Conduct research to find the most relevant visuals, sound, and graphics to enhance Diamond’s ideas.</li> <li>• Decide how you will present Diamond’s words, such as narration or captions, and</li> </ul>

				<p>how to combine media to help readers understand.</p> <ul style="list-style-type: none"> <li>● Use appropriate software to create your presentation and share it with your classmates.</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 5, W 1, <b>W 10</b>, L 5a, L 5b</p>	<p><b>Poem</b> by Tracey K. Smith The Universe as Primal Scream (Lexile N/A)</p>	<p><b>Writing Activity: Summary (W 10):</b></p> <p>Evaluate how the author’s use of sound imagery helps to reveal the meaning of the poem.</p> <ol style="list-style-type: none"> <li>1. Make a list of the sounds that the author describes throughout the poem.</li> <li>2. Note the connotative meanings associated with the sound images.</li> <li>3. Write a one-page summary of your analysis of the poem’s sound imagery. Include evidence from the text and use the conventions of standard English.</li> </ol>
				<p><b>Final Unit Assessment:</b> <b>Write an Argument (Task A):</b></p> <p><b>Write an Argument (W 1 a-e, W 4, W 5, W 9a-b):</b></p>

				<p>Reread “Winter Dreams,” taking notes about the qualities and behaviors that make the characters modern. Consider the challenges the characters face and how they address them. Then choose two other texts from this collection and make notes about what it means for the people and characters in those texts to be members of our modern society. Pay attention to specific details as you gather evidence from the text.</p> <p>Based on the ideas conveyed in the anchor text and your other chosen texts, write a claim that clearly and concisely states your position on the definition of modernity.</p> <p><b>Speaking Activity: Participate in a Panel Discussion (SL 1a-d, SL 3, SL 4, SL 6):</b></p> <p>This collection focuses in part on the abundance of information in American society and how it affects our lives and future. Look back at the texts in this collection, including the anchor text <i>The Crucible</i>, and consider the quote by Gertrude Stein: “Everyday gets so much information all day long that they lose their common sense.” What influences how people react to information? How can we decide what is credible and what is not? Synthesize your</p>
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				<p>ideas by holding a panel discussion about how information overload affects our ability to be responsible, informed, and active citizens. Use evidence from the selections to support your ideas.</p> <ul style="list-style-type: none"><li>● <b>Collection 6 Test</b></li></ul>
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## Collection \_\_A New Birth of Freedom\_\_4\_\_\_\_ Unit Planning

**Performance Task Unpacked: Write a persuasive speech about a freedom that you believe should be expanded in the world today.**

1. Look back at the anchor text, Lincoln’s Second Inaugural Address, and at the other texts in the collection.
2. What messages about freedom-its meaning and its costs-do the texts convey?
3. Synthesize your ideas by preparing a persuasive speech about the kind of freedom you would like to see expanded in today’s world.
4. Incorporate rhetorical and literary devices from the collection texts to enhance the power of the speech.

**Skills necessary for Performance Task:**

1. Identify a type of freedom to be expanded and states a precise claim about it.
2. Develop the claim with valid reasons and relevant evidence from Lincoln’s Second Inaugural Address and two other texts.
3. Anticipate counterclaims and addresses them effectively
4. Establishes clear, logical relationships among claims, reasons, and evidence.
5. Includes a conclusion that follows logically from the body of the speech and makes a persuasive call to action.
6. Engages the audience by including a variety of rhetorical devices and techniques to support the claim.
7. Maintains a formal tone through appropriate word choices and the use of standard English.
8. Maintains audience interest with appropriate emphasis, volume, and gestures.

**Texts to be used in Collections:**

1. Second Inaugural Address
2. The Emancipation Proclamation

**Key Learning Objective**

1. Evaluate a seminal U.S. speech and analyze premises and purposes of author’s arguments.

## Collection \_\_A New Birth of Freedom\_\_4\_\_\_\_ Unit Planning

<p>3. What to the Slave is the Fourth of July</p> <p>4. Declaration of Sentiments</p> <p>5. The Iroquois Constitution</p> <p>6. Building the Transcontinental Railroad</p> <p>7. Bonding Over a Mascot</p> <p>8. The 54th Massachusetts</p> <p>9. Runagate, Runagate</p> <p>10. Independent Reading: Uncle Tom’s Cabin The Adventures of Tom Sawyer</p>	<p>2. Analyze point of view, evaluating how the rhetoric, style and content contribute to text’s persuasiveness.</p> <p>3. Analyze how the structure and style of an argument supports the author’s ideas and claims.</p> <p>4. Analyze a narrative history and understand how ideas are organized and sequence is created.</p> <p>5. Integrate and evaluate documentary information in interviews, video reenactments, and photos.</p> <p>6. Analyze a free verse poem for its allusions rhythm, and structure.</p>
<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1. Balanced Sentences</li> <li>2. Rhetorical Devices</li> <li>3. Avoiding Misplaced Modifiers</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Multiple Meaning Words</li> <li>3. The Latin Root <i>ject</i></li> <li>4. Context Clues</li> </ol>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Level Up Tutorial: Analyzing Arguments</li> <li>2. Teacher Ebook: Analyzing Author’s Point of View</li> <li>3. Level Up Tutorial: Tone</li> <li>4. Level Up Tutorial: Evaluating Credibility</li> <li>5. Level Up Tutorial:Rhythm</li> <li>6. Level Up Tutorial: Allusions</li> </ol> <p>*Graphic Organizers for texts will be differentiated for struggling students.</p> <p>*Provide students text at their lexile level.</p> <p style="text-align: right;"><b>Extend</b></p>



## Collection \_\_A New Birth of Freedom\_\_4\_\_\_\_ Unit Planning

different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.

- Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

1. Interactive WhiteBoard Lesson: Text Structure and Meaning.
2. Teacher Ebook: Determine Central Ideas and Details.
3. Teacher Ebook: Analyze Ideas
4. Interactive WhiteBoard Lesson: Create a Multimedia Presentation.
5. Teacher Ebook: Analyze Point of View
6. Interactive WhiteBoard Lesson: Write a short research paper.

Collection Essential Question: How did African Americans and women gain new freedoms after a bloody civil war?

## Collection \_\_\_ An Age of Realism\_5\_\_\_ Unit Planning

**Performance Task Unpacked: Write an analytical essay that examines the way in which writers in the collection use realism to present and emphasize a variety of themes.**

1. Review the anchor text, "To Build a Fire," and the other collection texts.
2. What particular themes or central ideas does each writer want readers to recognize about reality, and why?
3. What stylistic choices does each author make to reveal a specific version of reality?
4. Synthesize your ideas by writing an analytical essay.

**Skills necessary for Performance Task:**

1. includes a clear thesis statement, or controlling idea
2. organizes central ideas in a logically structured body that clearly develops the thesis statement
3. uses transitions to create a cohesion between sections of the text and to clarify relationships among ideas
4. includes relevant textual evidence to illustrate central ideas
5. has a concluding section that follows logically from the body

**Texts to be used in Collections:**

1. American Transformed
2. To Build a Fire
3. From the Jungle
4. Food Product Design
5. The Lowest Animal
6. Tenements of the "Other Half"
7. The Story of an Hour
8. A Journey
9. Ode to a Large Tuna in the Market
10. The Fish
11. Close Reader: The Men in the Storm

**Key Learning Objective**

1. Determine a story's themes and distinguish realism and naturalism
2. Determine an author's purpose and analyze an author's choice
3. Identify an author's purpose through understanding the use of satire
4. Integrate and evaluate information presented in text, photographs, tables and video

**Language and Style:**

1. Consistent Tone
2. Dashes
3. Anaphora and Parallelism

**Vocabulary Strategy:**

1. Etymology
2. Word Families
3. Nuance and Word Meaning
4. Word Collocations

**Instructional Support:**

- Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- Paraphrase/reword large paragraphs from the texts in order to support comprehension.
- Create graphic organizer/outline to organize

**Differentiated Instruction:**

1. Teacher Ebook: Analyze Structure: Realism and Naturalism
  2. Level Up Tutorial: Author's Purpose
  3. Level Up Tutorial: Evaluating Credibility
  4. Level Up Tutorial: Irony
- \*Graphic Organizers for texts will be differentiated

## Collection \_\_\_ An Age of Realism\_5 \_\_\_ Unit Planning

timelines, cause/effect relationships, compare/contrast characters.

- Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
- Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.
- Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.
- Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

for struggling students.  
\*Provide students text at their lexile level.

### Extend

1. Teacher Ebook: Determine Author's Purpose
2. Teacher Ebook: Determine Themes and Main Ideas
3. Interactive WhiteBoard Lesson: Analyze Language: Figures of Speech: Citing Textual Evidence.
4. Teacher Ebook: Short Research
5. Teacher Ebook: Analyze Structure Resolution
6. Interactive WhiteBoard Lesson: Infer Theme in a Poem

Collection Essential Question: How did post- Civil War America experience rapid industrialization, urban growth, and social change?

# Collection \_\_\_\_\_ 2 Building a Democracy \_\_\_ Unit Planning

**Performance Task Unpacked: Write an informative essay on how each author, character, or historical figure strikes a balance between preserving individual rights and forming a strong, long-lasting union.**

1. Choose three texts in this collection, including the anchor texts—the Declaration of Independence and the U.S. Constitution
2. Identify how each author, character, or founder finds a balance between preserving individual rights and forming a strong, long-lasting union.
3. Write an informative essay in which you cite evidence from all three texts.

**Skills necessary for Performance Task:**

1. an introduction with a clear thesis statement about the conflict between centralized government and individualism as explored in the anchor texts and one other text from the collection
2. a logically structured body that thoroughly develops the topic with relevant examples, details, and quotations from the texts
3. transitions to clarify the relationships between sections of your essay and to link ideas with the textual evidence that supports them
4. a conclusion that follows from the ideas in the body of the essay
5. precise use of language with appropriate tone and style

**Texts to be used in Collections:**

1. **A New American Nation**
2. **The Declaration of Independence**
3. **United States Constitution: Preamble and Bill of Rights**
4. **Argument by James Madison “The Federalist No. 10”**
5. **Thomas Jefferson: The Best of Enemies**
6. **To the Right Honourable William, Earl of Dartmouth/On Being Brought from Africa to America/On the Emigration to America and People the Western Country**
7. **A Soldier for the Crown**
8. **Documentary by History: Patrick Henry: Voice of Liberty**
9. **Close Reader: Public Document by The Founders from the United States Constitution**
10. **Close Reader: Petition to the Massachusetts General Assembly**
11. **Close Reader: Abigail Adams’ Last Act of**

**Key Learning Objective**

1. **Analyze the features of a foundational U.S. document**
2. **Analyze ideas, events, and structure in an informational text**
3. **Analyze and compare topics and themes in poems**

## Collection \_\_\_\_\_ 2 Building a Democracy \_\_\_ Unit Planning

<p style="text-align: center;"><b>Defiance</b></p> <p><b>12. Independent Reading: Johnny Tremain by Esther Forbes</b></p> <p><b>13. April Morning by Howard Fast</b></p>	
<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1. Parallel Structure</li> <li>2. Formal and Informal Style</li> <li>3. Transitions</li> <li>4. Hyphenation</li> <li>5. Point of View</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Domain Specific Words</li> <li>2. Evaluating Nuances in Meaning</li> <li>3. Consulting General and Specialized Reference Works</li> </ol>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Word Sharp Interactive Vocabulary Tutorial: Specialized vocabulary.</li> <li>2. Level-Up Tutorial: Elements of an Argument</li> <li>3. Level Up Tutorial:Theme</li> <li>4. Teacher Ebook: Analyze Structure: Suspense and Ambiguity.</li> <li>5. Level Up Tutorial: Audience</li> <li>6. Level Up Tutorial: Main Idea and Supporting Details.</li> </ol> <p>*Graphic Organizers for texts will be differentiated for struggling students.</p> <p>*Provide students text at their lexile level.</p> <p style="text-align: center;"><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Teacher Ebook: Writing an Informative text.</li> <li>2. Interactive Whiteboard lesson: Author’s Purpose and Perspective.</li> <li>3. Interactive Whiteboard lesson: Key Traits: Argument.</li> <li>4. Interactive Whiteboard lesson: Search Strategies</li> </ol>

Collection Essential Question: How can people who are so different work together to create a unified whole while also protecting the rights of everyone?

Collection \_\_\_\_\_ 2 Building a Democracy\_\_\_ Unit Planning


# Collection \_\_\_1: Coming to America\_\_\_\_\_ Unit Planning

**Performance Task Unpacked: Write an argument about why people come to America or what significant changes occur when they do.**

1. Use Of Plymouth Plantation and at other texts in this collection.
2. Write an argument that persuades readers to agree with your claim about how immigration changed America and the lives of those who settled here

**Skills necessary for Performance Task:**

1. states a precise claim, or position, on an issue
2. develops the claim with valid reasons and relevant evidence
3. anticipates opposing claims and offers well-supported counterclaims
4. establishes clear, logical connections among claims, counterclaims, reasons, and evidence
5. includes an introduction, a logically structured body, and a conclusion
6. maintains an appropriate tone based on its audience and context

**Texts to be used in Collections:**

1. Of Plymouth Plantation
2. Coming of Age in the Dawnland from 1491
3. Drama by William Shakespeare from The Tempest
4. Film Version by BBC Shakespeare The Tempest (1980)
5. Film Version directed by Julie Taymor The Tempest (2010)
6. Balboa
7. Blaxicans' and Other Reinvented Americans
8. Close Reader: Essay by Amy Tan
9. New Orleans:Poem
10. Close Reader: Indian Boy Love Song
11. Close Reader: The General History of Virginia
12. Independent Reading: Farewell to Manzanar Life and Times of Frederick Douglass

**Key Learning Objective**

1. Identify and analyze the central ideas of a foundational text
2. Determine the author's purpose for writing
3. Determine themes and analyze structure
4. Trace and evaluate an argument

**Language and Style:**

1. Active and Passive Voice
2. Dependent (or Subordinate) Clauses
3. Using Colons Effectively
4. Syntax in Poetry

**Vocabulary Strategy:**

1. Archaic Vocabulary
5. Specialized Vocabulary
6. Context Clues
7. The Latin Prefix circum

**Student Instructional Support:**

-Project examples from the texts (model) skill sets on the board (ie; active vs. passive voice) Invite students to complete examples in pairs and then

**Differentiated Instruction:**

- 1 Level Up Tutorial: Archaic Language (paraphrasing)
2. Interactive Whiteboard lesson: Specialized

## Collection \_\_\_1: Coming to America\_\_\_\_\_ Unit Planning

independently.

-Take notes on historical events as they present themselves throughout the unit in order to reflect back.

-Paraphrase/reword large paragraphs from the texts in order to support comprehension.

-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.

-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.

-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.

- Preview vocabulary/Remind students they will encounter the vocabulary

-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.

-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

vocabulary

3. Level Up Tutorial: Making Inferences about characters

4. Level Up Tutorial: Analyzing the Media and Text: Types of Drama

5. Level Up Tutorial: Determining Themes: Making Inferences about characters.

6. Determine Author's Purpose (Ereading worksheets, CommonLit articles)

7. Level Up Tutorial: Citing Textual Evidence

\*Graphic Organizers for texts will be differentiated for struggling students.

\*Provide students text at their lexile level.

Extend

1. Interactive whiteboard lesson: Types of Elaboration
2. Teacher Ebook: Support Inferences/Draw Conclusions
3. Teacher Ebook: Analyze Interpretations of Drama
4. Teacher Ebook: Determine Author's Purpose and Perspective
5. Teacher Ebook: Analyze Nuances in the meaning of words.
6. Interactive Whiteboard lesson: Search strategies

\*Additional activities provided on Ereading worksheets and CommonLit

Collection Essential Question: How has America been a land shaped by immigrants?



# Collection \_\_The Individual and Society\_3\_\_\_\_\_ Unit Planning

## **Performance Task Unpacked: Write a Narrative about the Individual’s relationship with nature and society.**

1. Consider the following quotation. “Trust thyself: every heart vibrates to that iron string.” (Ralph Waldo Emerson, from “Self-Reliance”)
2. What does this quote really mean and how does it connect to the texts in this collection?
3. Should we all listen to our own internal sense of what is right or wrong, or what is true or untrue?
4. Look back at the anchor text “Song of Myself” and at the other texts in the collection. Then synthesize your ideas about the role of an individual in society by writing a personal, nonfiction, or fictional narrative.

## **Skills necessary for Performance Task:**

1. introduces a setting and main character and establishes a clear point of view
2. engages readers by presenting a conflict, situation, or observation that sets the narrative in motion
3. describes a clear and logical sequence of events
4. uses a variety of narrative techniques, such as dialogue, pacing, and description
5. reveals a significant theme related to the Emerson quotation
6. concludes by resolving the conflict or by conveying the writer’s
7. reflection on the experiences described in the narrative

## **Texts to be used in Collections:**

1. Song of Myself
2. Close Reader: I Hear America Singing, A Noiseless Patient Spider
3. Growing Up Asian in America
4. Poems: The Soul selects her own society, Because I could not stop for death, Much Madness is divinest Sense, Tell all truth but tell it slant
5. Close Reader: “Self-Reliance and Nature
6. From Walden
7. Against Nature
8. Close Reader: Spoling Walden: Or, How I Learned to Stop Worrying and Love Cape Wind
9. The Minister’s Black Veil
10. The Pit and the Pendulum
11. Independent Reading: Moby Dick  
Frankenstein

## **Key Learning Objective**

1. Determine Themes in Poetry
2. Analyze ideas and events to discover an essay’s organizational patterns and analyze content and style to determine and evaluate an author’s purpose
3. Determine the Central Ideas of the text
4. Analyze how an author’s choice concerning the structure of a text contribute to its meaning
5. Analyze the impact of atmosphere and structure on dramatic tension and explore different approaches to dark Romanticism by comparing themes.

## Collection \_\_The Individual and Society\_3\_\_\_\_\_ Unit Planning

<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1. Parallel Structure</li> <li>2. Varying Sentence Structure</li> <li>3. Rhetorical Questions</li> <li>4. Quotations</li> <li>5. Semicolons</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Patterns of Word Change</li> <li>2. Affixes</li> <li>3. Context Clues</li> <li>4. Parts of Speech</li> <li>5. Nuances in Word Meanings</li> <li>6. Using Context Clues</li> </ol>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizers/outlines to organize timelines, cause/effect relationships, compare/contrast characters etc.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Level Up Tutorial: Figurative Language</li> <li>2. Level Up Tutorial: Determine Author’s Purpose: Scope and Treatment</li> <li>3. Level Up Tutorial: Determine Themes: Universal and Recurring Themes</li> <li>4. Level Up Tutorial: Determine Central Themes: Summarizing</li> <li>5. Level Up Tutorial: Analyze and Evaluate Structure:Analyzing Arguments.</li> <li>6. Teacher Ebook: Analyze Structure: Suspense and Ambiguity</li> <li>7. Teacher Ebook: Write a Narrative</li> </ol> <p style="text-align: center;"><b>Extend</b></p> <ol style="list-style-type: none"> <li>1. Teacher Ebook: Analyze Point of View</li> <li>2. Teacher Ebook: Support and Argument</li> <li>3. Interactive WhiteBoard Lesson: Forms of Poetry</li> <li>4. Interactive WhiteBoard Lesson: Text Structure and Meaning</li> <li>5. Teacher Ebook: Write a short research Report</li> <li>6. Moderate Discussions</li> <li>7. Interactive WhiteBoard Lesson: Conducting Research on the Web</li> </ol> <p>*Graphic Organizers for texts will be differentiated for struggling students.            *Provide students text at their lexile level.            *Additional practice and activities on Ereading worksheets, CommonLit</p>

Collection Essential Question: How did writers in the early 19th century create a new “American” Literature?

Collection \_\_The Individual and Society\_3\_\_\_\_\_ Unit Planning

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## Collection \_\_The Modern World\_\_6\_\_ Unit Planning

**Performance Task A. Unpacked: Write an argument to answer the following question: How do these texts define the challenges an individual or group may face in modern society?**

1. Look back at the texts in this collection, including the anchor text “Winter Dreams,” and consider what it means to be a modern person in our modern society.
2. What are the challenges and opportunities of modern society presented in these collections?
3. What are the pitfalls and hazards?
4. Synthesize your ideas in an argument stating what it means to be “modern.”

**Skills necessary for Performance Task:**

1. Make a persuasive claim stating a position on what it means to be modern.
2. Develops the claim with valid reasons and relevant evidence from “Winter Dreams” and two other texts in the collection.
3. Anticipates counterclaims and addresses them with well-supported counterarguments.
4. Establishes clear, logical relationships among claims, counterclaims, reasons and evidence.
5. Has a satisfying conclusion that effectively summarizes the claim.
6. Demonstrates appropriate and clear use of language, maintaining a formal tone through the use of standard English.

**Performance Task B. Unpacked: Hold a panel discussion that explores the risks of information overload and strategies for managing information in a constructive fashion.**

1. Look back at the texts in this collection, including the anchor text *The Crucible*, and consider the quote by Gertrude Stein: “Everybody gets so much information all day long that they lose their common sense.”
2. What influences how people react to information?
3. How can we decide what is credible and what is not?
4. Synthesize your ideas by holding a panel discussion about how information overload affects our

## Collection \_\_The Modern World\_\_6\_\_ Unit Planning

ability to be responsible, informed, and active citizens.

5. Use evidence from the selections to support your ideas.

### Skills Necessary for the Performance Task

1. Make a clear, logical, and well-defended generalization about the effects of information overload.

2. Use quotations and examples from the selections-fiction or nonfiction-to illustrate his or her ideas.

3. Synthesize ideas about or connected to information overload based on collection tests.

4. Responds thoughtfully, politely, and constructively to the ideas of others on the panel.

5. Evaluates other panel members contributions, including the use of valid reasoning and relevant evidence.

### Texts to be used in Collections:

1. Winter Dreams
2. Ambush
3. Poems of the Harlem Renaissance
4. The Weary Blues
5. How it Feels to Be Colored Me
6. Mending Wall
7. The Death of the Hired Man
8. The Crucible
9. from The Crucible-Close Reader
10. Audio excerpt by Arthur Miller
11. Images from a Film Version Media versions of The Crucible
12. Independent Reading: The Great Gatsby

### Key Learning Objectives

1. Analyze character motivations in a short story and support their inferences about those motivations with evidence from the text.

2. Analyze and compare multiple works from a time period on the basis of topic and theme.

3. Analyze the structure and language of poetry

4. Identify and analyze elements of drama.

5. Analyze an audio excerpt and film production stills of a play for theme and characterization.

### Language and Style:

1. Craft Effective Sentences
2. Informal Style
3. Dialogue

### Vocabulary Strategy:

1. Precise Usage
2. Legal Terminology
3. Etymology

## Collection \_\_The Modern World\_\_6\_\_\_ Unit Planning

<p>4.Comparing Writer’s Style 7.Informative Writing</p>	<p>4.Nuances in Word Meaning 5.Patterns of Word Change</p>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li>1.Level Up Tutorial:Character Types</li> <li>2.Level Up Tutorial: Characterization</li> <li>3.Level Up Tutorial:Imagery</li> <li>4.Level Up Tutorial:Plot Stages</li> <li>5.Level Up Tutorial:Elements of Drama</li> <li>6.Level Up Tutorial:Historical and Cultural Context</li> <li>7.Level Up Tutorial:Making Inferences</li> <li>8.Level Up Tutorial:Tone</li> <li>9.Teacher Ebook:Science Fiction</li> <li>10.Level Up Tutorial:Drawing Conclusions</li> <li>11.Interactive Lesson:Writing Effective Arguments</li> <li>12.Level Up Tutorial:Imagery</li> </ol> <p>*Graphic Organizers for texts will be differentiated for struggling students. *Provide students text at their lexile level.</p> <p style="text-align: center;"><b>Extend</b></p> <ol style="list-style-type: none"> <li>1.Interactive Whiteboard Activity: Theme/Central Idea</li> <li>2.Teacher Ebook: Connotations</li> <li>3.Level Up Tutorial:Theme</li> <li>4.Interactive Whiteboard:Conducting Research on the Web</li> <li>5.Teacher Ebook:Interpret a Drama</li> <li>6.Teacher Ebook:Constitutional Principles</li> <li>7.Teacher Ebook:Debate an Issue</li> <li>8.Teacher Ebook:Coining Terms</li> <li>9.Teacher Ebook:Determining Author’s Purpose</li> <li>10.Interactive Whiteboard Lesson:Examine Form (Poetry)</li> </ol>

Collection Essential Question: How have Americans responded to modern life in a globally connected world?



Positive Outcomes Charter School  
12<sup>th</sup> Grade  
English Language Arts Curriculum Documents

ELA Scope and Sequence  
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
<p style="text-align: center;"><b>Unit 1: Collection 1 Chasing Success</b></p>	<p style="text-align: center;"><b>September-October</b></p>	<p style="text-align: center;">RI 1, RI 2, RI 4, RI 5, RI 7, RI 10, <b>W 3a, W 3d,</b> L 1, L 4a, L 6</p>	<p style="text-align: center;">Marita’s Bargain <b>Essay</b> by Malcolm Gladwell (Lexile 1060L)</p>	<p style="text-align: center;"><b>*Diagnostic Test</b></p> <p style="text-align: center;"><b>Writing Activity: Diary Writing Activity (W 3a, W 3d):</b></p> <p>Gladwell describes how attending the KIPP Academy has affected Marita’s relationships with her old friends who do not go to the school. Write a <b>diary entry</b> in which she reflects on the change in these friendships. <b>Consider</b> the following:</p> <ul style="list-style-type: none"> <li>● Marita’s feelings about the importance of succeeding in school</li> <li>● the reaction of her old friends to the demands of the KIPP Academy.</li> </ul>
			<p style="text-align: center;"><b>Nonfiction</b> by Paul Tough Kewana’s Ambitio</p>	<p style="text-align: center;"><b>Writing Activity: Short Response</b></p> <p>Identify two of Tough’s central ideas, and show how he supports them. Review your reading notes, and be sure to cite text evidence from the essay in your response.</p>



			<p>n from How Children Succeed (1220L) <b>Close Reader</b></p>	
		<p>RI 1, RI 2, RI 6, <b>W4</b></p>	<p><b>Graduation Speech</b> by Michael Lewis Don't Eat Fortune' s Cookie (Lexile N/A)</p>	<p><b>Writing Activity: Review (W 4):</b></p> <p>Write a review of Michael Lewis's address for the alumni newsletter from the viewpoint of a graduate in the audience. Comment on these areas.</p> <ul style="list-style-type: none"> <li>● the relevance of his central idea</li> <li>● the development of his central idea</li> <li>● the focus and organization of his speech</li> <li>● the style of his delivery</li> </ul>
			<p><b>Opinion</b> by Kay Bailey Hutchin sonand Barbara Mikulski A Right to</p>	<p><b>Writing Activity: Short Response</b></p> <p>Explain whether or not the authors convinced you of the value of same-sex education. Review your reading notes and evaluate the strength and effectiveness of the claims and evidence presented. Cite evidence in your response.</p>

			Choose Single-Sex Education (1200L)	
		RI 1, RI 2, RI 4, RI 5, RI 6, RI 10, <b>W 1C</b> , L 1, L4b	<b>Science Article</b> by Carol S. Dweck (1400L)	<p><b>Writing Activity: Paragraph(W 1c):</b>                  With a partner, write an additional paragraph to be included in one of these sections of the article: “The opportunity of Defeat,” “Two Views of Intelligence,” or “Confronting Deficiencies.”</p> <ul style="list-style-type: none"> <li>• In your paragraph, develop two examples in the context of a high-school setting that support the point the author is making in that part of the article. Your hypothetical examples should be drawn from your experience and observations and illustrate the characteristics of each mind-set described in that section of the text.</li> <li>• Use transitional words and phrases that link your paragraph to the main idea.</li> </ul>
			<b>Short Story</b> by Penelope Lively Next	<p><b>Writing Activity:Short Response</b>                  Compare Charles’s outlook on the school with that of his parents. What specific phrases does Lively use to build an understanding of what</p>

			Term, We'll Mash (780L)	drives the characters? Cite evidence to support your analysis.
		RL 1, RL 3, RL 4, RL 10, W 3d, L 2, L 4c W 2a-f, W 4, W 5, W 9	A Walk to the Jetty from Annie John Novel excerpt by Jamaica Kincaid *Parts of the novel excerpt can be used for pacing purposes.	<p><b>Writing Activity: Letter Writing Activity (W 3d):</b></p> <p>At the end of the selection, Annie realizes that leaving home is harder than she expected. Write a <b>letter</b> from Annie to her parents after she arrives in England. In the <b>letter</b>, have her reflect on what she has given up and whether she feels the sacrifice was worthwhile.</p> <ul style="list-style-type: none"> <li>● <b>Maintain</b> a consistent <b>first-person point of view</b>.</li> <li>● <b>Include details</b> that develop readers' understanding of Annie's feelings and the circumstances causing those feelings.</li> <li>● <b>Incorporate elements</b> of <b>Kincaid's style</b> to capture Annie's <b>voice</b>.</li> </ul>
		RL 1, RL 2,	ILE	<b>Speaking Activity: Response to Literature</b>

		<p>RL 3, RL 4, RL 6, <b>W 4</b>, <b>SL 1a</b>, L 1a, L3</p>	<p><b>Drama</b> by Eugene O’ Neill (Lexile N/A)</p>	<p><b>Speaking Activity (W 4 SL 1a):</b></p> <p>The captain and Mrs. Keeney have different perspectives on life. In a <b>small group, examine</b> the following lines of <b>dialogue</b>. Discuss how they reveal the <b>conflict</b> between the two <b>characters’ viewpoints</b>. Together, write a <b>summary of your discussion</b> and <b>present</b> it to the class.</p> <ul style="list-style-type: none"> <li>● “I used to dream of sailing on the great, wide glorious ocean. I wanted to be by your side in the danger and vigorous life of it all. I wanted to see you the hero...”(Mrs. Keeney)</li> <li>● “I warned you what it’d be Annie. ‘Whalin’ ain’t no ladies’ tea party’, I says to you.” (Captain Keeney)</li> <li>● “You see I didn’t believe you. I guess I was dreaming about the old Vikings in the story books and I thought you were one of them.” (Mrs. Keeney)</li> </ul>
		<p>RL 1, RL 7, <b>W 4</b>, SL 1, SL 4, <b>SL 6</b></p>	<p><b>Media</b> Versions of ILE</p>	<p><b>Writing Activity: Critique</b></p> <p><b>Writing Activity (W 4, SL 6):</b></p>

				<p>Is the <b>opera version</b> of ILE a faithful <b>interpretation</b> of O’Neill’s play?</p> <ul style="list-style-type: none"> <li>● <b>Prepare a written response</b> to the question, citing specific examples to support your view.</li> <li>● <b>Identify</b> classmates with <b>opposing viewpoints</b>. Take turns <b>presenting</b> your responses to the class.</li> <li>● As a class, decide which <b>viewpoint</b> is most compelling.</li> </ul>
				<p><b>Assessment Options:</b></p> <p><b>A) Speaking Activity: Debate</b></p> <p><b>Speaking Activity (W 6, SL 1a-d, SL 2, SL 3, SL 4):</b>          In the anchor text “Marita’s Bargain”, the author describes a school in which the days are longer, summer vacation is shorter, and students are very successful . With a group of classmates, conduct a <b>debate</b> on whether <i>all</i> students should have longer school days and shorter vacations.</p> <p><b>B) Writing Activity: Compare-Contrast Essay</b></p>

				<p><b>Writing Activity ( W 2a-f, W 4, W 5, W 9):</b></p> <p>Write an <b>essay</b> in which you <b>compare and contrast</b> Annie John’s experience with that of another <b>character</b> or person profiled in the collection. <b>Discuss</b> the sacrifices these individuals make and whether they are worth it.</p> <ul style="list-style-type: none"> <li>● <b>Collection 1 Test</b></li> </ul>
<p><b>Unit 2 Collection 2 Gender Roles</b></p>	<p><b>November-December</b></p>	<p>RL 1, RL 2, RL 3, RL 5, <b>W 4</b>, L 1a, L 1b, L 3a</p>	<p>The Wife of Bath’s Tale <i>from</i> The Canterbury Tales Narrative Poem by Geoffrey Chaucer (Lexile N/A)</p>	<p><b>Writing Activity: Character Analysis</b></p> <p><b>Writing Activity (W 4):</b></p> <p>When the queen demands that the knight find out “What is the thing that women most desire?” he searches for a whole year to find an answer. Does the knight gain understanding of women over the course of the story, or is he still essentially the same as he was at the beginning? Respond to this question by writing a <b>character analysis</b>. Consider the following:</p> <ul style="list-style-type: none"> <li>● the knight’s initial crime</li> <li>● his reaction to the old woman after she insists that he marry her.</li> </ul> <p>his response to the choice she offers him on their wedding day.</p>

			<p><b>Narrative Poem</b> by Geoffrey Chaucer The Pardoner's Tale (Lexile N/A)</p>	<p><b>Writing Activity: Short Response</b> Relate the story of the rioters to the goal of the Pardoner. How does the tale of the three rioters help the Pardoner make sales? Review your reading notes, and cite text evidence in your response.</p>
		<p>RL 1, RL 2, RL 3, <b>W 3d, W 4, W 10, SL 1</b>, L 1, L4c, L4d</p>	<p><b>Short Story</b> by Mohammed Naseehu Ali (1150L)</p>	<p><b>Writing Activity: Description (W 3d, W 4, W 10, SL 1):</b> Using Ali's style as a model, write two or three paragraphs describing a familiar setting that is a gathering place in your school or community.</p> <ul style="list-style-type: none"> <li>● Include specific sensory details that convey a vivid picture of your setting as well as its atmosphere.</li> <li>● Organize your details in a way that allows readers to perceive the relationship of setting elements to each other.</li> <li>● Share and discuss your description in a small group.</li> </ul>

		<p>RL, 1 RL 2, RL 4, RL 5, <b>SL 6</b>, L 3, L 5a</p>	<p><b>Poem</b> by Shirley Geok-lin Lim My Father’s Sadness (Lexile N/A)</p>	<p><b>Speaking Activity: Oral Interpretation(SL 6):</b> Prepare an oral reading of the poem.</p> <ul style="list-style-type: none"> <li>● On a copy of the poem, highlight important words and phrases that you want to emphasize in your reading to bring out your interpretation.</li> <li>● Present your reading in a small group. Discuss similarities and differences in the oral interpretations presented by you and your classmates.</li> </ul>
		<p>RI 1, RI 4, RI 5, RI 6, RI 10, <b>SL 6</b>, L 1, L 4a, L 4d</p>	<p><b>Political Argument</b> by Mary Wollsto necraft <i>from A Vindicta tion of the Rights of Woman (1350L)</i></p>	<p><b>Speaking Activity: Oral Presentation (SL 6):</b> Present an oral response to the views and ideas expressed in Wollstonecraft’s argument.</p> <ul style="list-style-type: none"> <li>● Which of Wollstonecraft’s views are still relevant?</li> <li>● What evidence can you present in a counterargument to ideas of Wollstonecraft’s with which you disagree?</li> <li>● What ideas might Wollstonecraft have added if she had written the argument today?</li> <li>● Develop speaking notes that present your ideas using a logical organization.</li> <li>● Support your major points with details and evidence.</li> <li>● Rehearse your speech with a partner, giving each other feedback.</li> </ul>



		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, <b>SL 1, SL 2, SL 5</b></p>	<p><b>Compare Media Online Article</b> by Neil MacFarquhar In a Scattered Protest, Saudi Women Take the Wheel (1400L) <b>News Video</b> Saudi Women Defy Driving Ban (Lexile N/A)</p>	<p><b>Media Activity: News Video (SL 1, SL 2, SL 5):</b></p> <p>With a partner, produce your own news video on a local or school event.</p> <ul style="list-style-type: none"> <li>● Decide on your purpose. Then organize your ideas for written, visual, and sound elements.</li> <li>● Using available video equipment, shoot footage of relevant sites, events, or people; include interviews with participants or those affected by the event.</li> <li>● Create your script and decide on sound effects.</li> <li>● Put all of your elements together, editing to create a unified story.</li> <li>● Present to the class. Have class members comment on how well you achieved your purpose.</li> </ul>
		<p>RI 1, RI 2, RI 3, RI 4, RI 6, SL 1c, <b>SL 3,</b></p>	<p>The Men We Carry in</p>	<p><b>Speaking Activity: Debate</b> <b>Speaking Activity (SL 3, SL 4, W 1):</b></p>

		<p><b>SL 4, W 1,</b> L 3a, L 4a</p>	<p>Our Minds <b>Essay</b> by Scott Russell Sanders (Lexile 1060L)</p>	<p>Sanders presents varying views on gender roles in his essay. As a class <b>debate</b> which view has more validity and relevance today.</p> <ol style="list-style-type: none"> <li>1) <b>Form</b> a team with classmates to support one of the positions.</li> <li>2) <b>Create</b> an outline stating your claim and identifying the evidence that supports this claim.</li> <li>3) Take turns <b>presenting</b> each <b>argument</b> and answering questions from the listeners.</li> <li>4) Students in the audience should <b>write</b> an <b>evaluation</b> of the <b>persuasiveness</b> of each side’s <b>argument</b> and <b>decide</b> the “winner” of the <b>debate</b>.</li> </ol>
		<p>RI 1, RI 4, RI 5, RI 6, RI 10, <b>SL 6,</b></p>	<p><i>From A Vindicat ion of the</i></p>	<p><b>Speaking Activity: Oral Presentation</b></p> <p><b>Speaking Activity (SL6):</b></p>

		<p>L1, L 4a, L4d</p>	<p>Rights of Woman Political <b>Argument</b> by Mary Wollstonecraft (Lexile 1350L) *Parts of the <b>Argument</b> can be used for pacing purposes.</p>	<p><b>Present an oral response</b> to the <b>views</b> and ideas expressed in Wollstonecraft’s <b>argument</b>.</p> <p>To <b>prepare</b> your response, jot down answers to these and other questions.</p> <ul style="list-style-type: none"> <li>● Which of Wollstonecraft’s views are still <b>relevant</b>?</li> <li>● What <b>evidence</b> can you <b>present</b> in a <b>counterargument</b> to ideas of Wollstonecraft’s with which you <b>disagree</b>?</li> <li>● What ideas might Wollstonecraft have added if she had written the <b>argument</b> today?</li> <li>● <b>Develop</b> speaking notes that present your ideas in a <b>logical organization</b>.</li> <li>● <b>Support</b> major points with <b>details</b> and <b>evidence</b>.</li> <li>● <b>Rehearse</b> your <b>speech</b> with a partner, giving each other <b>feedback</b>.</li> </ul>
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		RL 1, RL 2, RL 5, <b>SL 6</b> , L 3, L 5a	My Father's Sadness <b>Poem</b> by Shirley Geok-lin Lim (Lexile N/A)	<b>Speaking Activity: Oral Interpretation</b>  <b>Speaking Activity(SL 6):</b> <ul style="list-style-type: none"> <li>● On a copy of the <b>poem</b>, <b>highlight important words and phrases</b> that you want to <b>emphasize</b> in your reading to bring out your <b>interpretation</b>.</li> <li>● <b>Present</b> your reading in a small group. <b>Discuss similarities and differences</b> in the <b>oral interpretations</b> presented by you and your classmates.</li> </ul>
			<b>Essay</b> by Lynn Peril <i>from</i> Pink Think (1490L) <b>Close Reader</b>	<b>Writing Activity: Short Response</b>  Review your reading notes to identify elements of Peril's style. What words and phrases best suggest her perspective, or point of view, on pink think? Cite textual evidence in your response.
				<b>Unit Assessment(s):</b>  <b>Option A: Informative Essay</b> What does Chaucer suggest about the ability of people to understand someone of the opposite

			<p>sex? Write an <b>informative essay</b> about understanding between men and women, drawing on "The Wife of Bath's Tale" and two other selections in this collection.</p> <ul style="list-style-type: none"> <li>● <b>Take notes</b> on what Chaucer is trying to convey about our ability to understand someone of the opposite sex.</li> <li>● Does our inclination to <b>make generalizations</b> about the opposite sex prevent us from understanding each other?</li> </ul> <p><b>Option B: Deliver a Reflective Narrative</b></p> <p>Look back at the texts and think about how gender roles have evolved over time. In the anchor text "The Men We Carry in Our Minds," Scott Russell Sanders offers a nuanced view of feminism, arguing that the jobs that were once monopolized by men were not always so enviable. How have the texts in this collection changed the way that you think about gender roles? Think about an experience in your own life that has challenged or strengthened your beliefs in the differences between men and women, Write a <b>reflective narrative</b> about</p>
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				<p>your experience and then <b>present</b> it to the class.</p> <ul style="list-style-type: none"> <li>● <b>Benchmark Test 1</b></li> <li>● <b>Practice Test 1 (Program Assessment)</b></li> <li>● <b>Practice Performance Task 1</b></li>   <li>● <b>Collection 2 Test</b></li> </ul>
<p><b>Unit 3 Collection 3 Voices of Protest</b></p>	<p><b>January-February</b></p>	<p>RI 1, RI 4, RI 5, RI 6, RI 8, RI 9, RI 10, <b>W9b</b>, L 3, L 4b</p>	<p>Speech on the Vietnam War, 1967 <b>Speech</b> by Martin Luther King (Lexile 1290L) *Parts of the <b>speech</b> can be selected for pacing</p>	<p><b>Writing Activity: Review</b></p> <p><b>Writing Activity(W 9b):</b></p> <p>What would have been newsworthy about Dr. King’s <b>speech</b> in 1967? Write an <b>article</b> about the <b>speech</b> from the viewpoint of a journalist.</p> <ul style="list-style-type: none"> <li>● <b>Identify the purpose</b> of the <b>argument</b> and its <b>major points</b>. Then <b>evaluate</b> the <b>evidence</b> presented and the <b>logic</b> of the <b>conclusion</b> reached.</li> <li>● <b>Include discussion</b> of King’s <b>style</b> and the <b>devices</b> that he uses to command attention.</li> <li>● Use <b>conventions</b> of standard written English.</li> </ul>

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			<b>Speech</b> by Shirley Chisholm People and Peace, Not Profits and War (1150L)	<b>Writing Activity: Short Response</b>  Evaluate Chisholm’s speech against the Vietnam War. Did she convince you that the money being spent on the Vietnam War could be better spent on social programs, such as education? Review your reading notes and cite evidence in your response?
		RI 1, RI 2, RI 3, RI 4, RI 6, RI 8, RI 9, W 2b, W 3d, W 4, <b>W 9</b> , SL 1a, L 3a, L 4c	<i>from</i> The Crisis <b>Essay</b> by Thomas Paine (Lexile 1180L)	<b>Speaking Activity: Role Play</b> <b>Speaking Activity (W 2b, SL 1a):</b>  What would Paine and Thoreau have to say about some of today’s political issues?  <ul style="list-style-type: none"> <li>● <b>Working in a group, decide</b> on two or three current events. <b>Develop</b> questions pertaining to these issues and <b>work together to prepare answers</b> from both</li> </ul>

			<p><i>from</i> Civil Disobed ience Essay by Henry David Thoreau Lexile 1200L)</p>	<p>writers' <b>perspectives, citing</b> specific <b>evidence</b>.</p> <ul style="list-style-type: none"> <li>● <b>Choose</b> two members to <b>represent</b> Paine and Thoreau in a <b>whole-class setting, ask prepared questions</b> of the two students, who should <b>respond</b> in their <b>roles</b>.</li> <li>● <b>Invite</b> other class members to <b>ask questions</b>. As a class, <b>summarize</b> the <b>relevance</b> of each <b>writer's approach</b> to current issues.</li> </ul>
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		<p>RI 1, RI 3, RI 4, RI 6,</p>	<p><b>Essay</b> by Terry</p>	<p><b>Media Activity: Report (RI 7, W 7, W 8, SL 5):</b></p>

		<b>RI 7, W 7, W 8, SL 5, L 1, L 3, L 5b</b>	Tempest William's The Clan of One-Breasted Women (990L)	<p>With a small group, present a multimedia report on the nuclear testing in Utah.</p> <ul style="list-style-type: none"> <li>● Research the topic, using reliable websites, reference books, and other resources. Remember to document your sources and write notes in your own words.</li> <li>● Decide on the major point you want to convey through your presentation. Create a storyboard to help organize the visual, audio, and verbal elements of your report.</li> <li>● Present your report to the class.</li> </ul>
			<p><b>Article</b> by Joel Stein Who Speaks for the 1%? (1080L) <b>Close Reader</b></p>	<p><b>Writing Activity: Short Response</b> What do you think the author's real point of view on the economic crisis? What is he really satirizing? Review your reading notes, and evaluate the author's style. Cite evidence from the text in your response.</p>
		<b>RI 6, RI 7, SL 4, SL 5</b>	<b>Photojournalism</b> by Alison Wright Third	<p><b>Media Activity: Photo Essay (SL 4, SL 5):</b></p> <p>With a partner, create your own photo essay to convince an audience of your perspective on an aspect of poverty in the United States.</p>

			<p>World America (1260L)</p>	<ul style="list-style-type: none"> <li>● Conduct research and find or take photographs to illustrate your point. BE sure to consider copyright restrictions.</li> <li>● Write a brief preface, assemble the photographs, and write captions.</li> <li>● Display your photo essay in a gallery in the classroom.</li> </ul>
		<p>RL 1, RL 4, W 10, L 3</p>	<p><b>Poem</b> by Martin Espada Imagine the Angels of Bread (Lexile N/A)</p>	<p><b>Writing Activity: Poem (W 10):</b></p> <p>Write a short poem inspired by one of the images or statements in “Imagine the Angels of Bread.”</p> <ul style="list-style-type: none"> <li>● Decide on a theme, or message, that you want to convey in the poem.</li> <li>● Choose words and images that create an appropriate tone.</li> <li>● Read the completed poem to a small group.</li> </ul>

			<p><b>Poem</b> by Derek Walcott Elsewhe re (Lexile N/A)</p>	<p><b>Writing Activity: Short Response</b></p> <p>Analyze the impact of specific word choices, including figurative and connotative meanings of words, on the meaning and tone of the poem. Cite evidence in your response. l,</p>
				<p><b>Unit Assessment(s):</b></p> <p><b>Option A (SL 1a-d, SL 4):</b></p> <p><b>Look back</b> at the anchor text “Speech on the Vietnam War, 1967” and at the other texts in the collection. What <b>connections</b> do you see between the <b>examples</b> of injustice explored in each text? Have a <b>group discussion</b> on the topic, and then <b>write a summary</b>.</p> <p><b>Option B (W 1, W 4, W 5, W 9):</b></p> <p>In “A Modest Proposal,” Jonathan Swift proposes a <b>satirical solution</b> to one particular injustice as a way of exposing its horrors. Using Swift’s <b>essay</b> as a model, <b>write a satire</b> on a</p>

				<p>topic covered in one of the other texts in the collection.</p>
<p><b>Unit 4 Collection 4 Seeking Justice, Seeking Peace</b></p>	<p><b>February-March</b></p>	<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, W 1, W 4, W 10, <b>SL 1</b>, SL 6, L 5a</p>	<p>The Tragedy of Hamlet <b>play</b> by William Shakespeare (Lexile N/A) *Parts of Hamlet can be used for pacing purposes (Close Reader <i>From The Tragedy of Hamlet, Act I,</i></p>	<p><b>Speaking Activity: Performance Speaking Activity (SL 1):</b></p> <p><b>Act out a brief scene</b> or a section of a longer scene.</p> <ul style="list-style-type: none"> <li>● In a small group, <b>choose a scene</b> and <b>decide which role</b> will be played by each member.</li> <li>● <b>Read the scene aloud. Discuss the motivation</b> of each <b>character.</b></li> <li>● <b>Decide where performers will enter or exit</b> and where they will stand while <b>reciting the dialogue. Read the stage directions to determine</b> if any <b>sound or lighting effects are needed.</b></li> <li>● <b>Perform the scene</b> in front of the class.</li> </ul>

			Scenes 1-2 (Lexile N/A)	
		RL 3, RL 7, SL 5	<b>Compare Text and Media Film Versions of Hamlet</b> Hamlet (1980) Hamlet (2009)	<p><b>Media Activity: Trailer (SL 5):</b></p> <p>Which film version would you endorse? With a partner, complete these activities.</p> <ul style="list-style-type: none"> <li>● Identify your reasons for preferring one film over the other.</li> <li>● Develop a storyboard for a trailer to be shown in theaters, “plugging” the film you have chosen.</li> <li>● Match images from the film with each of your reasons. Express your ideas in a way that is specific and engaging.</li> <li>● Create a video version of your trailer or refine your storyboard for presentation to the class.</li> <li>● Show trailer to the class.</li> </ul>

		RI 1, RI 2, RI 4, RI 5, <b>W 1</b> , L 6	<b>Literary Criticism</b> by Rene´ Girard Hamlet’s Dull Revenge (1290L)	<p><b>Writing Activity: Argument(W 1):</b></p> <p>Does Girard succeed in presenting a valid interpretation of Shakespeare’s play Hamlet?</p> <ul style="list-style-type: none"> <li>• Write a sentence or two summarizing Girard’s interpretation.</li> <li>• Decide whether or not he convincingly supports this reading of the play in his essay.</li> <li>• Give reasons for your claim and use details from the essay to provide evidence for your opinion.</li> <li>• Use conventions of standard written English.</li> </ul>
		RI 1, RI 2, RI 3, RI 4, RI 5, <b>SL 1a</b> , L 2, L 4	Blocking the Transmission of Violence	<p><b>Speaking Activity: Discussion Speaking Activity (SL 1a):</b></p> <p>In a small group, <b>discuss your conclusions</b> about whether CeaseFire is the type of</p>

			<p>Feature <b>Article</b> by Alex Kotlowit z (Lexile 1150L)</p>	<p>organization that could work in many different communities confronting the problem of violence.</p> <ul style="list-style-type: none"> <li>● <b>Jot down the ideas</b> from the <b>article</b> that you think offer the most valuable insight into the <b>problems</b> of violence and the potential <b>solutions</b>.</li> <li>● <b>Apply the insights</b> from the <b>article</b> to communities beyond Chicago-your own community or a community whose violent conflicts are frequently in the headlines.</li> </ul>
		<p>RL 1, RL 2, RL 4, RL 6, <b>W 3d</b>, L 3, L 5a</p>	<p>Hatred <b>Poem</b> by Wisława Szymborska (Lexile N/A)</p>	<p><b>Writing Activity: Comparison (Literary Analysis)</b> <b>Writing Activity (W 3d):</b></p> <p>Why is <b>personification</b> an effective literary device?</p> <ul style="list-style-type: none"> <li>● <b>Choose</b> three stanzas of “Hatred.” <b>Rewrite</b> them, conveying the ideas without the use of personification.</li> <li>● In a small group, <b>read</b> your rewritten version. Together, <b>discuss</b> how the absence of <b>personification</b> alters the <b>poem’s</b> meaning and impact.</li> <li>● <b>Present</b> your group’s <b>conclusion</b> to the class.</li> </ul>



			<p><b>Speech</b> by Wangari Maathai Nobel Peace Prize Accepta nce Speech (1210L)</p>	<p><b>Writing Activity: Short Response</b></p> <p>Analyze Maathai’s ideas that explain how the environment, democracy, and peace interact and are interconnected. Review your reading notes to trace the development of these ideas over the course of the speech, and cite text evidence in your response.</p>
		<p>RL 1, <b>RL 2</b>, RL 3, RL 5, <b>RL 6, SL 1a</b>, L 3a</p>	<p>Tell Them Not to Kill Me! <b>Short</b> <b>Story</b> by Juan Rulfo (Lexile 810L)</p>	<p><b>Speaking Activity: Discussion</b> <b>Speaking Activity (RL 2, RL 6, SL 1a):</b></p> <p>What is the <b>central theme</b> of this story, and how does the author’s use of <b>irony</b> help develop this <b>theme</b>? <b>Jot down details</b> that <b>support</b> your ideas.</p> <ul style="list-style-type: none"> <li>• In a small group, <b>discuss the theme</b> you have identified and <b>cite several examples</b> of how author’s use of irony help support this <b>theme</b>.</li> </ul>

				<ul style="list-style-type: none"> <li>● As a group, <b>examine the support</b> and decide on the central theme.</li> <li>● <b>Create a group chart</b> that <b>summarizes your conclusions</b>. <b>Present</b> it to the class.</li> </ul>
				<p><b>Unit Assessment(s):</b></p> <p><b>Option A: Analytical Essay (W2a-7, W 4, W 5, W 9a-b):</b></p> <p>The title character in <i>Hamlet</i> feels trapped in a cycle of violence he cannot break. <b>Consider</b> <i>Hamlet</i> and the other texts in the collection. How does the violence affect people’s ability to control their future? For example, does violence limit people’s choices or prevent them from changing their circumstances? <b>Write</b> an <b>analytical essay</b> on the <b>effects of violence</b> as presented in the collection.</p> <p><b>Option B: Write an Argument (W 1a-e, W 4, W 5, W 9a-b):</b></p> <p>In the anchor text “Blocking the Transition of Violence,” you learned about the violence interrupters’ mission to act as mediators and prevent acts of revenge. Do you think revenge is always misguided, or is it justified in some</p>

				<p>cases? <b>Write an argument</b> stating your <b>position</b>.</p> <ul style="list-style-type: none"> <li>● <b>Benchmark Test 2</b></li> <li>● <b>Practice Test 2</b></li> <li>● <b>Collection 4 Test</b></li> </ul>
<p><b>Unit 5 Collection 5 Taking Risks</b></p>	<p><b>March-April</b></p>	<p>RL 1, RL 2, RL 3, RL 4, <b>W 2</b>, L 3, L 4a</p>	<p>Beowulf Epic Poem by The Beowulf poet translat ed by Burton Raffel (Lexile N/A) *Close Reader version of Beowulf can be used for pacing</p>	<p><b>Writing Activity: Comparison Writing Activity (W 2):</b></p> <p>How do heroes reveal the traits prized most highly by a culture?</p> <ul style="list-style-type: none"> <li>● <b>Identify</b> Beowulf’s qualities and what they reveal about the Anglo-Saxon culture.</li> <li>● <b>Choose</b> a fictional hero from contemporary American culture. <b>Explain</b> what this character’s reveal about values of modern society.</li> <li>● <b>Compare</b> the values of Anglo-Saxons and modern Americans in a well-organized <b>essay</b>.</li> </ul>

			purpose s.	
		RI 1, RI 4, RI 6, RI 8, <b>SL 1c, SL 2, SL 3</b>	Explosion of the Space Challenger: Address to the Nation Speech by Ronald Reagan (Lexile 780L)	<p><b>Speaking Activity: Discussion</b> <b>Speaking Activity ( SL 1c, SL 2, SL 3):</b></p> <p>President Reagan postponed his State of the Union address to deliver his speech on the <i>Challenger</i> explosion on television. <b>Watch</b> a <b>video</b> on the <b>speech</b> and then <b>evaluate</b> it in a small group <b>discussion</b>.</p> <ol style="list-style-type: none"> <li>1. As you <b>watch</b> the <b>speech</b>, <b>note</b> how Reagan’s tone of voice, facial expressions, and eye contact help <b>support</b> his <b>message</b>.</li> <li>2. <b>Discuss</b> the <b>power and effectiveness</b> of Reagan’s <b>speech</b>. <b>Pose</b> and <b>respond</b> to <b>questions</b> that probe Reagan’s <b>use of reasoning and evidence</b>. <b>Assess</b> the <b>premises</b> on which the <b>claim</b> is based, his links <b>among ideas, word choice, points of emphasis and tone</b>.</li> <li>3. <b>Take notes</b> during the <b>discussion</b> and then <b>write a brief summary</b> of the group’s <b>conclusions</b>.</li> </ol>

		<p>RL 1, RL 2, RL 3, RL 4, RL 5, <b>SL 1a</b>, L 3, L 5b</p>	<p>The Deep <b>Short Story</b> by Anthony Doerr (Lexile 860L)</p>	<p><b>Speaking Activity: Discussion</b> <b>Speaking Activity (SL 1a):</b></p> <p>What is the <b>significance</b> of the <b>story’s title</b>?</p> <ul style="list-style-type: none"> <li>● <b>Review</b> the <b>story</b>, <b>jotting down ideas</b> about what you see as the <b>significance</b> of the <b>title</b> as well as <b>specific references</b> to the water or “the deep.”</li> <li>● <b>Meet in a small group</b> and <b>share ideas about the meaning of the title</b>, including how it <b>relates</b> to a possible <b>theme. Does it have more than one meaning</b> in the story?</li> <li>● <b>Summarize</b> the <b>important ideas</b> from your <b>discussion</b>, and <b>present</b> them to the class.</li> </ul>
			<p><b>Short Story</b> by</p>	<p><b>Writing Activity: Short Response</b></p>

			<p>Mark Brazaitis Blackheart (940L)</p>	<p>Identify the central theme of the story. What is the author saying about relationships? Review your reading notes, and be sure to cite text evidence in your response.</p>
		<p>RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 1, L 6</p>	<p><b>Science Article</b> by Michael Specter The Mosquito Solution (1130L)</p>	<p><b>Writing Activity: Argument (W 1):</b></p> <p>Is OX513A a safe solution to the problem of the Aedes aegypti mosquito? Write a brief argument expressing your conclusion and present it to the class.</p> <ul style="list-style-type: none"> <li>● State your claim</li> <li>● Develop reasons and draw evidence from the text in support of them</li> <li>● Anticipate a refute a counterclaim-for example, address the use of pesticides.</li> <li>● Present your conclusion</li> </ul> <p>Make sure to organize your support logically, and include statistics and examples as necessary.</p>

			<p><b>Science Writing</b> by Palome Reyes Are Genetically Modified Foods Scary? (1420L)</p>	<p><b>Writing Activity: Short Response</b></p> <p>Summarize the article in the lines below. First, identify the central idea and its most important details, and then retell them in your own words. Review your reading notes, and be sure to cite text evidence from the article in your response.</p>
				<p><b>Unit Assessment(s):</b></p> <p><b>Writing Activity: Argument Writing Activity (W 9a-b, SL 4):</b></p> <p><b>Why</b> do the <b>characters</b> and people in the texts in this collection take risks they do? What do they learn from their risk taking experiences?  <b>Synthesize your ideas</b> by preparing and presenting an <b>argument</b> about the <b>importance</b> of taking risks in life.</p>

				<ul style="list-style-type: none"> <li>● <b>Collection 5 Test</b></li> </ul>
<p><b>Unit 6 Collection 6 Finding Ourselves in Nature</b></p>	<p><b>May-June</b></p>	<p>RI 1, RI 2, RI 3, RI 4, RI 6, <b>W 3a</b>, <b>W 3e</b>, L 3, L 5a, L 6</p>	<p>Living Like Weasels <b>Essay</b> by Annie Dillard (Lexile 1040L)</p>	<p><b>Writing Activity:Essay</b></p> <p>In her <b>essay</b>, Dillard’s observation of the weasel leads her to reflect on her own life. <b>Write</b> your own <b>personal essay</b>, following these steps.</p> <ul style="list-style-type: none"> <li>● <b>Write</b> about a <b>memorable event</b> in your life.</li> <li>● <b>Explain</b> how this event led to an insight about your own life or about the human condition.</li> </ul>
			<p><b>Essay</b> by Louise Erdrich Local Deer (900L)</p>	<p><b>Writing Activity: Short Response</b></p> <p>In what ways does the author’s style help you understand her attitude towards the animals in her yard? Analyze Erdrich’s style, including her use of figurative language. Review your reading notes, and be sure to cite evidence in your response.</p>
		<p>RL 2, RL 4, RL 5, RL 9, <b>W 2, W 9a</b>,</p>	<p>Compare Texts Wild Peaches</p>	<p><b>Writing Activity:</b></p> <p><b>Option A: Opinion (W 9):</b></p>



			<p><b>Poem</b> by Elinor Wylie (Lexile N/A)</p> <p>Spring and All</p> <p><b>Poem</b> by William Carlos Williams</p>	<p>Which poem speaks to you on a more personal level? Why?</p> <p><b>Choose</b> your favorite of the two poems. Identify reasons that you prefer it, including ideas related to content, style, and form. Incorporate details from the poem to support your reasons.</p> <p><b>Option B: Comparison (W 2):</b></p> <p>Do Elinor Wylie and William Carlos Williams share the same view of nature?</p> <ul style="list-style-type: none"> <li>● Review Hogan’s essay and Dillard’s “Living Like Weasel’s (also in this collection). Identify each author’s perspective and the details that reveal that view of nature.</li> <li>● Include direct quotations as well as original analysis of each author’s work. Organize your ideas logically and in a way that shows the comparison clearly.</li> <li>● Be sure to follow the conventions of standard written English.</li> </ul>
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			<p><b>Compare Texts</b></p> <p><b>Poem</b> Pastoral by William Carlos Williams (Lexile N/A)</p> <p><b>Poem</b> Pastoral by Jennifer</p>	<p><b>Writing Activity: Short Response</b></p> <p>Compare how the two poems entitled "Pastoral"-published almost 100 years apart-play on the traditional pastoral form, which presents idealized scenes of nature. What is each poem saying about the relationship between humankind and nature? Be sure to cite evidence in your response.</p>

			<p>Chang (Lexile N/A) <b>Close Reader</b></p>	
		<p>RI 2, RI 7, <b>SL 5</b></p>	<p><b>Docum entary</b> Being Here: The Art of Dan Horgan directed by Russ Spencer (Lexile N/A)</p>	<p><b>Media Activity: Art Analysis (SL 5):</b></p> <p>Complete these activities independently.</p> <ul style="list-style-type: none"> <li>● Review the clip, identifying two or three of Horgan’s works that provoke a reaction in you.</li> <li>● Create speaking notes that explain what you see, feel, and think about the form, materials, location, and meaning of each work. Draw from what you have learned about Horgan’s art in the video.</li> <li>● Present your critique to the class, pausing the film at each work of art that you have chosen.</li> <li>● Invite classmates to share their ideas about the work as well.</li> </ul>

		<p>RI 1, RI 2, RI 3, RI 4, RI 6, RI 10, <b>W 2,</b> L 3</p>	<p><b>Essay</b> by Linda Hogan Dwellin gs (1070L)</p>	<p><b>Writing Activity: Comparison (W 2):</b></p> <p>Do Annie Dillard and Linda Hogan share the same view of nature?</p> <ul style="list-style-type: none"> <li>● Review Hogan’s essay and Dillard’s “Living Like Weasel’s” (also in the collection). Identify each author’s perspective and the details that reveal that view of nature.</li> <li>● Include direct quotations as well as original analysis of each author’s work.</li> <li>● Organize your ideas logically and in a way that shows the comparison clearly.</li> <li>● Be sure to follow conventions of standard written English.</li> </ul>
			<p><b>Essay</b> Trees by Baron Wormse r (990L)</p>	<p><b>Writing Activity: Short Response</b></p> <p>In what way has Wormser’s view of the natural world changed over the years? Make inferences about the author’s point of view, citing text evidence in your response.</p>

		<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 10, <b>SL1a</b>, L 4c, L 5a, L 5b</p>	<p><b>Short Story</b> by Rick Bass The Hermit's Story (1500L)</p>	<p><b>Speaking Activity: Discussion (SL 1a):</b></p> <p>Some critics have suggested that Bass views nature as mystical-having a spiritual significance. Do you agree?</p> <ul style="list-style-type: none"> <li>● Identify and jot down details that describe nature in the story. Use them to draw your own conclusion about Bass's view.</li> <li>● In a small group, share your conclusion and support for it. Reach a consensus, or analyze reasons for conflicting views.</li> <li>● Summarize important ideas generated by the discussion.</li> <li>● Present your summary of the discussion to the class.</li> </ul>
				<p><b>Unit Assessment(s):</b></p> <p><b>Writing Activity: Personal Narrative ( W3a-e, W 4, W 5, W 9a-b, SL 4):</b></p> <p>This collection explores people's interactions with nature. Review the anchor text, "Living</p>

				<p>Like Weasels,” and the other selections. Think about how the texts convey ideas and insights about the natural world. Write and present a personal narrative in which you describe and reflect on your own experience in nature.</p> <ul style="list-style-type: none"> <li>● <b>Collection 6 Test</b></li> <li>● <b>Benchmark Test 3</b></li> </ul>

## Collection \_Chasing Success\_\_\_1\_\_\_ Unit Planning

**Performance Task A. Unpacked: Debate with classmates the merits of extending the school year to provide more time for learning, citing evidence from the texts in the collection.**

**1. In the anchor text “Marita’s Bargain, the author describes a school in which the days are longer and summer vacation is shorter, and students are very successful. Read the text to identify parts of text that support your claim on whether or not *all* students should have longer school days and shorter vacations.**

**2. With a group of classmates, conduct a debate on whether *all* students should have longer school days and shorter vacations.**

**Skills necessary for Performance Task:**

- Take a clear position, either for or against the idea of students spending more time in school.
- selects relevant evidence from “Marita’s Bargain” and one or more other texts in the collection to support the claims.
- follows an orderly format in which speakers from each team take turns presenting their claims, counterclaims, reasons, and evidence.
- communicates ideas formally and objectively, using precise language
- engages in an exchange of ideas in which participants respond to diverse perspectives, build on ideas, and evaluate other’s reasoning.

**Performance Task B. Unpacked: Write an essay in which you compare and contrast the experiences of two characters or people from the texts, focusing on the sacrifices they make to succeed.**

**1. In the anchor text, “A Walk to the Jetty,” the narrator goes abroad so she can get ahead in life, despite her painfully conflicted feelings about leaving behind her family and home. Write an essay in which you compare and contrast Annie John’s experience with that of another character or person profiled in this collection.**

**2. Discuss the sacrifices these individuals make and whether they are worth it.**

**Skills necessary for the Performance Task:**

- includes a controlling idea, or thesis statement, that contrasts Annie John’s experience with that of another character or person profiled in a collection text.
- engages readers by introducing the topic with an interesting observation, quotation, or detail from one of the texts.

## Collection \_Chasing Success \_\_\_1\_\_\_ Unit Planning

<ul style="list-style-type: none"> <li>● has an effective organization, such as subject-by-subject or point-by-point comparison</li> <li>● develops the comparison with thorough evidence</li> <li>● has a concluding section that synthesizes information from both texts and leaves the reader with an interesting insight.</li> </ul>	
<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1. Marita’s Bargain</li> <li>2. Kewauna’s Ambition: Close Reader</li> <li>3. A Right to Choose Single-Sex Education:Close Reader</li> <li>4. The Secret to Raising Smart Kids</li> <li>5. A Walk to the Jetty</li> <li>6. Next, Term, We’ll Mash You: Close Reader</li> <li>7. Ile</li> <li>8. Media Versions of Ile</li> </ol> <p><b>Independent Reading: Three Cups of Tea I Know Why the Caged</b></p> <p><b>Bird Sings</b></p> <p><b>Student Choice: Autobiography of someone who has overcome adversity</b></p>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1.Determine central ideas and integrate and evaluate information in an essay.</li> <li>2.Cite evidence to support inferences</li> <li>3.Support inferences</li> <li>4.Analyze the impact of an author’s word choices and cite text evidence to support inferences.</li> <li>5.Analyze elements of a drama, including conflict and symbolism.</li> <li>6.Compare and analyze how a drama is interpreted in different mediums.</li> </ol>
<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1.Subject-Verb Agreement</li> <li>2.Participles and Participle Phrases</li> <li>3.Dashes</li> <li>4.Dialect</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1.Context Clues</li> <li>2.Prefixes and Multiple Meaning Words</li> <li>3.Etymology</li> </ol>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li>1.Level Up Tutorial:Main Idea and Supporting Details</li> <li>2.Level Up Tutorial:Making Inferences</li> <li>3.Level Up Tutorial: Analyzing Arguments</li> <li>4.Level Up Tutorial:Tone</li> <li>5.Level Up Tutorial:Symbols and Allegories</li> <li>6.Level Up Tutorial: Elements of Drama</li> </ol> <p><b>*Graphic Organizers for texts will be differentiated for</b></p>



## Collection \_Chasing Success \_\_\_1\_\_\_ Unit Planning

**-Model annotation strategies:**Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.

**-Model/Practice effective discussions using Close Read Screencasts in class.** Students use notes during discussions.

**- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.**

**-Model utilizing key vocabulary in class discussions.** Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.

**-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.**

struggling students.

**\*Provide students text at their lexile level.**

**Extend**

- 1. Teacher Ebook: Integrate and Evaluate Information**
- 2. Teacher Ebook: Making Inferences**
- 3. Interactive Whiteboard Lesson: Role of Setting**
- 4. Interactive Whiteboard Lesson: Theme**
- 5. Interactive Lesson: Participating in Collaborative Discussions.**

Collection Essential Question: What sacrifices do people have to make in order to acquire success in the world?

# Collection \_\_\_\_ Finding Ourselves in Nature 6 \_\_\_\_ Unit Planning

**Performance Task Unpacked: Write a personal narrative in which you describe and reflect on a memorable encounter with nature. Compare your experience with those portrayed in "Living Like Weasels" and another selection in the collection.**

1. Review the anchor text, "Living Like Weasels," and other selections.
2. Think about how the texts convey ideas and insights about the natural world.
3. Write and present a personal narrative in which you describe and reflect on your own experience in nature.

## **Skills necessary for Performance Task:**

- Explores a significant personal experience the speaker had with the natural world.
- Establishes a first-person point of view
- Uses sensory language to vividly describe people, places, and events
- Narrates a logical sequence of events with the use of transitions.
- Uses narrative techniques, including dialogue, pacing, and description, to re-create the writer's experience
- Engages the audience through volume, eye contact, and gestures
- Concludes by reflecting on the experience and connecting it to a broader theme

## **Texts to be used in Collections:**

1. Living Like Weasels
2. Local Deer
3. Wild Peaches
4. Spring and All
5. Pastrols: Close Reader
6. Being Here: The Art of Dan Horgan
7. Dwellings
8. Trees
9. The Hermit's Story
10. Independent Reading: Leaves of Grass

## **Key Learning Objective**

1. Discuss the impact of word choice, syntax, other stylistic traits, and figurative language on the author's ability to achieve her purpose.
2. Demonstrate knowledge of foundational works of American literature, in part by analyzing their structural forms.

Collection \_\_\_\_ Finding Ourselves in Nature 6 \_\_\_\_ Unit Planning

	<p><b>3. Integrate and evaluate information presented in film footage and an audio track.</b></p> <p><b>4. Make inferences about the author's ideas, supporting them with evidence from the text, and identify the effect of the author's cultural context</b></p> <p><b>5. Determine themes in a short story and analyze a frame structure that presents two related stories.</b></p>
<p><b>Language and Style:</b></p> <p><b>1. Domain-Specific Words</b></p> <p><b>2. Consult a Thesaurus</b></p>	<p><b>Vocabulary Strategy:</b></p> <p><b>1. Use Precise Details</b></p> <p><b>2. Appositives and Appositive Phrases</b></p>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies: Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li><b>1. Level Up Tutorial: Tone</b></li> <li><b>2. Level Up Tutorial: Elements of Poetry</b></li> <li><b>3. Level Up Tutorial: Synthesizing Information</b></li> <li><b>4. Level Up Tutorial: Making Inferences</b></li> <li><b>5. Teacher Ebook: Analyze Structure: Frame Story</b></li> </ol> <p>*Graphic Organizers for texts will be differentiated for struggling students. *Provide students text at their lexile level.</p> <p style="text-align: center;"><b>Extend</b></p> <ol style="list-style-type: none"> <li><b>1. Teacher Ebook: Analyze Ideas and Events</b></li> <li><b>2. Teacher Ebook: Word Choice</b></li> <li><b>3. Teacher Ebook: Determine Central Ideas</b></li> </ol>

# Collection \_\_\_\_ Finding Ourselves in Nature 6 \_\_\_\_ Unit Planning

**vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.**

**-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.**

**4. Teacher Ebook: Analyze Key Terms**

**5. Interactive Whiteboard Lesson: Figurative Language and Imagery**

Collection Essential Question: What insights do individuals gain through their encounters with the natural world?

## Collection \_\_ Gender Roles \_\_ 2 \_\_\_\_ Unit Planning

**Performance Task A. Unpacked:**Write an essay about understanding between men and women.

1.In the anchor text “The Wife of Bath’s Tale,” a knight goes on a year-long quest to find out what women most desire in life. What does Chaucer suggest about the ability of people to understand someone of the opposite sex?

2.Write an informative essay about the understanding between men and women, drawing on “The Wife of Bath’s Tale” and two other selections in this collection.

**Skills necessary for Performance Task:**

- an introduction with a clearly stated thesis statement about understanding between men and women.
- a logically structured body that thoroughly develops the topic with relevant examples, concrete details, quotations, and other evidence.
- transitions to clarify the relationships between ideas.
- a conclusion that follows from the ideas conveyed in the essay.
- precise use of language with appropriate tone and style for an informative essay.

**Performance Task B. Unpacked:**Present a reflective narrative about the significant experience in your life that has challenged or strengthened your beliefs between men and women.

1.Look back at the texts and think about how gender roles have evolved over time.

2.In the anchor text “The Men We Carry in Our Minds,” Scott Russell Sanders offers a nuanced view of feminism, arguing that the jobs that were once monopolized by men were not always so enviable. How have the texts in this collection changed the way you think about gender roles?

3.Think about an experience in your own life that has challenged or strengthened your beliefs in the differences between men and women.

4.Write a reflective narrative about your experience and then present it to the class.

**Skills necessary for Performance Task:**

- explores the significance of a personal experience, event, or concern.
- uses sensory language to convey a vivid picture
- includes appropriate narrative techniques such as dialogue, pacing, and description.
- draws comparisons between the specific incident and broader themes about gender roles.

**Texts to be used in Collections:**

**Key Learning Objective**

## Collection \_\_ Gender Roles \_\_ 2 \_\_\_\_ Unit Planning

<p>1.The Wife of Bath’s Tale                  2.The Pardoner’s Tale: Close Reader                  3.Mallame Sile                  4.My Father’s Sadness                  5.from A Vindication of the Rights of Women                  6.In a Scattered Protest, Saudi Women Take the Wheel                  7.Saudi Women Defy Driving Ban                  8.The Men We Carry in Our Minds                  9.Pink Think                  10.Independent Reading: The Awakening                      I am Malala</p>	<p>1.Analyze the narrator and the frame structure of a narrative</p> <p>2.Analyze setting as a story element and use textual evidence to make inferences and draw conclusions</p> <p>3.Determine figurative meanings of words and phrases in the context of a poem.</p> <p>4.Analyze counterarguments and rhetorical devices used in an argument.</p> <p>5.Summarize the main ideas of a news article; analyze ideas and events; and integrate and evaluate information.</p> <p>6.Determine an author’s point of view about complex subject and determine the central ideas of an essay.</p>
<p><b>Language and Style:</b></p> <p>1.Inverted Sentences                  2.Adjectives and Adverbs                  3.Alliteration and Consonance                  4.Sentence Structure                  5.Syntax</p>	<p><b>Vocabulary Strategy:</b></p> <p>1.Usage                  2.Consult a Dictionary                  3.Multiple Meanings                  4.Context Clues</p>
<p><b>Instructional Support:</b></p> <p>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</p> <p>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</p> <p>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</p> <p>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the</p>	<p><b>Differentiated Instruction:</b></p> <p>1.Level Up Tutorial: Point of View                  2.Level Up Tutorial: Drawing Conclusions                  3.Level Up Tutorial: Elements of Poetry                  4.Level Up Tutorial: Synthesizing Information                  5.Level Up Tutorial: Main Idea and Supporting Details</p> <p>*Graphic Organizers for texts will be differentiated for struggling students.                  *Provide students text at their lexile level.</p> <p style="text-align: center;">Extend</p> <p>1.Interactive WhiteBoard Lesson:Theme/Central Idea                  2.Teacher Ebook: Sensory Language</p>

## Collection \_\_ Gender Roles \_\_ 2 \_\_ Unit Planning

student notes section.

-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.

- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.

-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.

-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.

3.Interactive Whiteboard Lesson: Determine Author's Purpose.

4.Word Sharp: Interactive Vocabulary:Denotative and Connotative Meanings

5.Teacher Ebook: Speaking and Listening:Challenge Ideas and Conclusions

Collection Essential Question: How have traditional roles as well as changes in gender roles changed over recent decades?

## Collection \_\_\_\_ Seeking Justice, Seeking Peace 4 \_\_\_\_ Unit Planning

**Performance Task A. Unpacked: Write an analytical essay that considers how violence intrudes upon and affects the course of people's lives.**

1. Consider Hamlet and the other texts in the collection. How does violence affect people's ability to control their future?

2. For example, does violence limit people's choices or prevent them from changing their circumstances?

3. Write an analytical essay on the effects of violence as presented in this collection.

**Skills necessary for Performance Task:**

- expresses a thesis statement about the effect of violence on the future as it is portrayed in Hamlet and one other selection.
- engages the reader with an observation, quotation, or detail
- organizes central ideas in a logically structured body that develops the thesis statement
- includes relevant textual evidence to illustrate central ideas
- uses transitions and text structures to create a cohesion between sections of the text and among ideas
- has a concluding section that follows logically from the body

**Performance Task B. Unpacked: Develop an argumentative essay that addresses the question of whether revenge is ever justifiable.**

1. In the anchor text, "Blocking the Transmission of Violence," you learned about the violence interrupters' mission to act as mediators and prevent acts of revenge. Do you think revenge is always misguided, or is it justified in some cases?

2. Write an argument stating your position.

**Skills necessary for Performance Task:**

- States a clear claim on whether revenge is always misguided or whether it is sometimes justified.



# Collection \_\_\_\_ Seeking Justice, Seeking Peace 4 \_\_\_\_ Unit Planning

- develops the claim with valid reasons and relevant evidence from texts in the collection.
- addresses opposing claims with well-supported counterclaims
- establishes clear, logical relationships among claims, counterclaims, reasons, and evidence through the use of transitions.
- uses specific rhetorical devices to support claims and assertions
- has a satisfying conclusion that effectively summarizes the claim
- maintains a formal tone through the use of standard English

<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1.The Tragedy of Hamlet</li> <li>2.The Tragedy of Hamlet, Act I, Scenes 1-2: Close Reader</li> <li>3. Film Versions of Hamlet</li> <li>4.Hamlet’s Dull Revenge</li> <li>5.Tell Them Not to Kill Me!</li> <li>6.Blocking the Transmission to Violence</li> <li>7.Nobel Peace Prize Acceptance Speech</li> <li>8.Hatred</li> </ol> <p>Independent Reading: The Kite Runner The Great Gatsby</p>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1.Analyze both the language and structure of the play</li> <li>2.Analyze multiple interpretations of a drama to evaluate how each version interprets the text.</li> <li>3.Analyze author’s choices concerning the structure and point of view in a text.</li> <li>4.Analyze ideas and events developed in the text and draw conclusions about them.</li> </ol>
<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1.Paradox</li> <li>2.Vary Syntax for Effect</li> <li>3.Direct and Indirect Quotations</li> <li>4.Repetition and Parallelism</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1.Domain Specific Words and Phrases</li> <li>2.Latin Roots</li> </ol>
<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the</li> </ul>	<p><b>Differentiated Instruction:</b></p> <ol style="list-style-type: none"> <li>1.Level Up Tutorial: Characters and Conflict</li> <li>2.Level Up Tutorial:Elements of Drama</li> <li>3.Level Up Tutorial: Evidence</li> </ol>

# Collection \_\_\_\_ Seeking Justice, Seeking Peace 4 \_\_\_\_ Unit Planning

<p>texts in order to support comprehension.</p> <ul style="list-style-type: none"><li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li><li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li><li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li><li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li><li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li><li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li></ul>	<ul style="list-style-type: none"><li>4.Level Up Tutorial: Level Up Tutorial: Sequence of events</li><li>5.Level Up Tutorial:Drawing Conclusions</li><li>6.Level Up Tutorial: Figurative Language</li></ul> <p>*Graphic Organizers for texts will be differentiated for struggling students.</p> <p>*Provide students text at their lexile level.</p> <p style="text-align: center;">Extend</p> <ul style="list-style-type: none"><li>1.Teacher Ebook: Foil</li><li>2.Teacher Ebook:Characterization</li><li>3.Word Shop:Specialized Vocabulary</li><li>4.Citing Textual Evidence</li><li>5.Interactive Whiteboard Lesson: Author's Purpose and Perspective</li><li>6.Teacher Ebook: Use Precise Words and Phrases</li></ul>
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Collection Essential Question: Is it better to avenge evil acts or end conflict through reconciliation?

## Collection \_Taking Risks\_\_\_5\_\_\_ Unit Planning

**Performance Task Unpacked:**Present an argument on the importance of taking risks in life, citing examples from texts in the collection.

1.Why do the characters and people in the texts in this collection take the risks they do?

2.What do they learn from their risk-taking experiences?

3.Synthesize your ideas by preparing and presenting an argument about the importance of taking risks in life.

### **Skills necessary for Performance Task:**

- Introduces a precise and logical claim about taking risks
- has a logical sequence for claims and counterclaims, including transitions
- provides evidence from Beowulf and one other text that illustrates the claim
- has a satisfying conclusion that supports the argument presented

### **Texts to be used in Collections:**

- 1.Beowulf
- 2.Beowulf: The Close Reader
- 3.Explosion of the Space Shuttle
- 4.The Deep
- 5.Blackheart
- 6.The Mosquito Solution
- 7.Are Genetically Modified Foods Scary?
- 8.Independent Reading: The Kite Runner  
The Odyssey  
Student Choice

### **Key Learning Objective**

- 1.Analyze characteristics of epic and oral poetry
- 2.Determine the author's purpose and delineate and evaluate an argument
- 3.determine themes in a story and analyze role of setting.
- 4.support inferences and draw conclusions from a scientific article

## Collection \_Taking Risks\_\_5\_\_\_ Unit Planning

<p><b>Language and Style:</b>  <b>1.Mood</b></p> <p><b>2.Tone</b></p>	<p><b>Vocabulary Strategy:</b>  <b>1.Homophones</b></p> <p><b>2.Analyze Nuances in Word Meanings</b></p> <p><b>3.Scientific Terms</b></p>
<p><b>Instructional Support:</b>          -Take notes on historical events as they present themselves throughout the unit in order to reflect back.          -Paraphrase/reword large paragraphs from the texts in order to support comprehension.          -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.          -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.          -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.          - Preview vocabulary/Remind students they will encounter the vocabulary through the unit.          -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.          -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</p>	<p><b>Differentiated Instruction:</b></p> <p><b>1.Level Up Tutorial: Universal and Recurring Themes</b>  <b>2.Level Up Tutorial: Evidence</b>  <b>3.Level Up Tutorial: Setting: Effect on Plot</b>  <b>4. Level Up Tutorial: Summarizing</b></p> <p><b>*Graphic Organizers for texts will be differentiated for struggling students.</b>  <b>*Provide students text at their lexile level.</b></p> <p style="text-align: center;"><b>Extend</b></p> <p><b>1. Interactive Lessons: Denotative and Connotative Meanings</b>  <b>2.Teacher Ebook: Role of Setting</b>  <b>3.Teacher Ebook: Determine Figurative Meanings</b>  <b>4.Interactive Whiteboard Lesson: Analyze and Evaluate Structure</b></p>
<p>Collection Essential Question: Why and how do individuals in society take risks?</p>	

## Collection \_\_\_\_Voices of Protest 3\_\_\_\_ Unit Planning

**Performance Task A. Unpacked: Participate in a group discussion about the nature of injustice and ways to end it.**

1. Look back at the anchor text “Speech on the Vietnam War, 1967” and at the other texts in the collection.

2. What connections do you see between the examples of injustice explored in each text?

3. Have a group discussion on the topic, and then write a summary of the discussion.

**Skills necessary for Performance Task:**

- present quotations or examples from “Speech on the Vietnam War, 1967” and other collection texts to illustrate ideas about injustice
- make clear, logical, and well-developed connections among the texts’ views of injustice
- pose and respond to questions to keep conversation going
- respond to the ideas of others in the group, adapting or expanding upon their own ideas or politely challenging others’ assertions
- Use appropriate eye contact, adequate volume, and clear pronunciation
- write an accurate and objective summary of the discussion

**Performance Task B. Unpacked: Using “A Modest Proposal” as a model, write a satire on a topic discussed in one of the selections.**

1. In “A Modest Proposal,” Jonathan Swift proposes a satirical solution to one particular injustice as a way of exposing its horrors. Using Swift’s essay as a model, write a satire on a topic covered in one of the other texts in the collection.

2. Reread Swift’s essay and take note of the problem-solution format. Model the structure of your own satire after “A Modest Proposal”

**Skills necessary for Performance Task:**

- Introduces a particular idea, custom, behavior or institution to be the target of satire with

## Collection \_\_\_\_Voices of Protest 3\_\_\_\_ Unit Planning

the goal of convincing readers to change their view of the target or of bringing about social reform.

- includes irony, humor, exaggeration, and understatement to show the target in a critical light.
- identifies the object of the satire, but makes the reader infer the writer’s true perspective on the issue.
- uses the form of a problem-solution essay, as in “A Modest Proposal”
- concludes with a summary or global statement about the issue.
- uses precise language with appropriate tone and style for a satire.

<p><b>Texts to be used in Collections:</b></p> <ol style="list-style-type: none"> <li>1.Speech on the Vietnam War</li> <li>2.People and Peace, Not Profits and War:Close Reader</li> <li>3.The Crisis</li> <li>4.Civil Disobedience</li> <li>5.The Clan of One-Breasted Women</li> <li>6.A Modest Proposal</li> <li>7.Who Speaks for the 1%?</li> <li>8.Third World America</li> <li>9.Imagine the Angels of Bread</li> <li>10.Elsewhere:Close Reader</li> <li>11.Independent Reading: Animal Farm The Things They Carried</li> </ol> <p>4.</p>	<p><b>Key Learning Objective</b></p> <ol style="list-style-type: none"> <li>1.Delineate and evaluate an argument as well as determine connotative meaning of the language used.</li> <li>2.Analyze foundational documents and delineate and evaluate arguments.</li> <li>3.Analyze cause and effect and cite text evidence to support inferences.</li> <li>4.Analyze satire and its historical context.</li> <li>5.Integrate and evaluate information presented in words and photographs.</li> <li>6. Analyze the impact of word choice on meaning and tone in the poem.</li> </ol>
<p><b>Language and Style:</b></p> <ol style="list-style-type: none"> <li>1.Imperative Mood</li> <li>2.Combining Sentences</li> <li>3.Gerunds and Gerund Phrases</li> </ol>	<p><b>Vocabulary Strategy:</b></p> <ol style="list-style-type: none"> <li>1.Suffixes</li> <li>2.Clarify Precise Meaning</li> <li>3.Denotation and Connotation</li> </ol>

## Collection \_\_\_\_Voices of Protest 3\_\_\_\_ Unit Planning

<p><b>4.Active and Passive Voice</b></p> <p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>-Take notes on historical events as they present themselves throughout the unit in order to reflect back.</li> <li>-Paraphrase/reword large paragraphs from the texts in order to support comprehension.</li> <li>-Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.</li> <li>-Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.</li> <li>-Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.</li> <li>- Preview vocabulary/Remind students they will encounter the vocabulary through the unit.</li> <li>-Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary.</li> <li>-Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.</li> </ul>	<p><b>4.Context Clues</b></p> <p><b>Differentiated Instruction:</b></p> <ul style="list-style-type: none"> <li>1.Level Up Tutorial: Analyzing Arguments</li> <li>2.Level Up Tutorial: Elements of an Argument</li> <li>3.Level Up Tutorial: Cause-and-Effect</li> <li>4.Para-Interactive:Nonfiction Selection</li> <li>5.Level Up Tutorial: Irony</li> <li>6.Level Up Tutorial: Analyzing Visuals</li> <li>Level Up Tutorial: Tone</li> </ul> <p>*Graphic Organizers for texts will be differentiated for struggling students.</p> <p>*Provide students text at their lexile level.</p> <p style="text-align: center;"><b>Extend</b></p> <ul style="list-style-type: none"> <li>1.Teacher Ebook: Rhetorical Devices</li> <li>2.Interactive Whiteboard Lesson: Making Inferences</li> <li>3.Interactive Whiteboard Lesson: Author’s Purpose and Perspective</li> <li>4.Interactive Whiteboard Lesson: Evaluating Arguments</li> <li>5.Teacher Ebook: Author’s Purpose</li> <li>6.Teacher Ebook:Repetition and Parallelism</li> </ul>
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Collection Essential Question: In what ways have people attempted opposition to injustice over the past three centuries in regards to tyranny, hunger and pollution?



Positive Outcomes Charter School  
9<sup>th</sup> to 12<sup>th</sup> Grade  
Writing Rubrics



KEY TRAITS	4	3	2	1
<b>PLANNING RESEARCH</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong understanding of the purpose and goals of the research process.</li> <li>• Develops a clear topic and correctly identifies information that will require further research.</li> <li>• Self-generates or develops well-designed, relevant, and significant research questions.</li> <li>• Understands the difference between academic and informal research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the purpose and most goals of the research process.</li> <li>• Develops a topic and identifies most information that will require further research.</li> <li>• Research questions are mostly well designed; one or two may be too general/specific, or lack available sources.</li> <li>• Mostly understands the difference between academic and informal or personal research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates weak understanding of the purpose and goals of the research process.</li> <li>• Develops a topic but has difficulty identifying information that will require further research.</li> <li>• Many research questions are irrelevant, too general/specific, or lacking in available sources.</li> <li>• Often confuses academic and informal research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not understand the purpose and goals of the research process.</li> <li>• Does not develop a clear topic; does not identify information requiring further research.</li> <li>• Research questions are irrelevant, too general/specific, or missing.</li> <li>• Does not distinguish between academic and informal research questions.</li> </ul>
<b>CONDUCTING RESEARCH</b>	<ul style="list-style-type: none"> <li>• Matches sources to research questions effectively.</li> <li>• Gathers a variety of authoritative primary and secondary sources: print, digital, and people.</li> <li>• Uses libraries and library resources effectively when locating sources.</li> <li>• Uses advanced search strategies, effective search terms, and keywords when conducting Internet research.</li> <li>• Identifies a need for field research, and chooses the most appropriate method.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally matches appropriate sources to research questions.</li> <li>• Identifies and uses a few different types of primary and secondary sources, but could add more variety.</li> <li>• Uses libraries and library resources when locating sources, but could use them more effectively.</li> <li>• Mostly chooses effective search terms, keywords, and search strategies when using the Internet for research, but could improve.</li> <li>• Recognizes when field research is needed, and chooses a mostly appropriate method.</li> </ul>	<ul style="list-style-type: none"> <li>• Several sources may not match research questions.</li> <li>• Uses mostly one type of source (print, digital, or people), does not have a balance of primary and secondary sources.</li> <li>• Does not use libraries and library resources effectively when locating sources, may need help using these resources.</li> <li>• Broad or unhelpful search terms, keywords, and strategies sometimes lead to poor search results on the Internet.</li> <li>• Has difficulty identifying when field research may be needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Most sources do not match research questions.</li> <li>• Uses few or no sources of any type.</li> <li>• Does not use libraries or library resources to locate sources.</li> <li>• Chooses broad or irrelevant search terms and keywords when doing Internet research; search results are irrelevant or unhelpful.</li> <li>• Does not perform field research of any type or identify when it is needed.</li> </ul>
<b>TAKING NOTES</b>	<ul style="list-style-type: none"> <li>• Identifies key information (main idea, relevant supporting details, direct quotations) from sources.</li> <li>• Chooses a note-taking method that fits the research goals.</li> <li>• Notes are relevant, organized, and include source information.</li> <li>• Analyzes and refines research; refocuses or does further research when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies most key information from sources, but may miss one or two details.</li> <li>• The note-taking method fits most research goals, but may not be the best method.</li> <li>• Notes are mostly organized and relevant, but may be missing some source information or one or two key details.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some key information, but misses many relevant details (or includes unrelated details and ideas).</li> <li>• The note-taking method does not fit the research goals.</li> <li>• Notes are disorganized and may be missing source information or several key details.</li> <li>• Does not refocus research or do more effective research when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not correctly identify key information from sources.</li> <li>• Does not use a method for note taking.</li> <li>• Notes are disorganized, irrelevant, or missing.</li> <li>• Does not identify when it is necessary to refocus or do more research.</li> </ul>

		<ul style="list-style-type: none"><li>Analyzes and refines research, but could do more to refocus or add to the research.</li></ul>		
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KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The site or publication has a strong, clear topic; it stays on-topic throughout.</li> <li>The type of site or publication used is a strong fit for the topic and purpose.</li> <li>Information is accurate and kept up-to-date; errors are corrected promptly.</li> <li>Interaction with the audience is on-topic and constructive. Feedback is replied to politely and effectively.</li> <li>Images and graphics are relevant, appealing, and properly formatted.</li> </ul>	<ul style="list-style-type: none"> <li>The site or publication has a clear topic; it mostly stays on-topic.</li> <li>The type of site or publication used is a reasonably good fit for the topic and purpose.</li> <li>Information is mostly accurate and reasonably up-to-date. Errors could be addressed more promptly.</li> <li>Interaction with the audience is mostly on-topic and constructive. Most feedback is replied to politely and effectively.</li> <li>Most images and graphics are relevant, appealing, and properly formatted.</li> </ul>	<ul style="list-style-type: none"> <li>The site or publication has a stated topic, but much of the information is off-topic.</li> <li>The type of site or publication used is a weak fit for the topic and purpose.</li> <li>Much of the information is not reliably accurate or up-to-date.</li> <li>Many interactions with the audience are off-topic or inappropriate. Some responses to feedback are ineffective or impolite.</li> <li>Several images or graphics are irrelevant, or not formatted correctly.</li> </ul>	<ul style="list-style-type: none"> <li>The site or publication does not establish a clear topic or focus.</li> <li>The type of site or publication used is inappropriate for the topic or purpose.</li> <li>Most of the information is inaccurate or out-of-date; key information is missing.</li> <li>Interactions with the audience are off-topic, inappropriate, or missing. Writers do not respond to feedback, or respond inappropriately.</li> <li>Images and graphics are not used, or are inappropriate.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Information is displayed flexibly, in a variety of forms; text scans easily.</li> <li>Relationships between ideas and information are presented efficiently.</li> <li>Links to other relevant and high-quality information.</li> <li>Provides a number of simple, clear ways for readers to offer feedback to the writer.</li> <li>Chooses the most effective tools for online collaboration, based on the topic and type project.</li> </ul>	<ul style="list-style-type: none"> <li>Information is displayed in more than one way, but there could be more variety.</li> <li>Relationships between ideas and information are mostly presented efficiently.</li> <li>Provides some links to other relevant and high-quality information, but could do more.</li> <li>Provides at least one or two ways for readers to offer feedback to the writer.</li> <li>Chooses mostly effective tools for online collaboration, based on the topic and type project.</li> </ul>	<ul style="list-style-type: none"> <li>Information is displayed in only one way; some information is not presented effectively.</li> <li>Many of the relationships between ideas and information are unclear.</li> <li>Some links lead to low-quality or irrelevant information.</li> <li>Site or publication makes it difficult for readers to offer feedback.</li> <li>Tools for online collaboration are often not effective for the topic or type of project.</li> </ul>	<ul style="list-style-type: none"> <li>Information is not displayed effectively; text is not scannable or easily read.</li> <li>Relationships between ideas and information are unclear.</li> <li>Does not provide links to other information.</li> <li>Does not provide an option for readers to offer feedback.</li> <li>Does not participate in online collaboration when the project requires it.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The writing has an appropriate style and tone for the topic and purpose. Language is direct and targeted to the audience.</li> <li>Sentences have a variety of beginnings, lengths, and structures. They flow rhythmically.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone become inappropriate in one or two places. Language is mostly direct and targeted to the audience.</li> <li>Sentences are correctly structured and complete, but could have more variety and flow.</li> <li>Some capitalization and punctuation mistakes occur.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inconsistent, and the style becomes inappropriate in many places. Language often fails to match the audience.</li> <li>Sentence structures have very little variety, and some fragments or run-on sentences are present.</li> <li>Several spelling and capitalization mistakes occur, and punctuation is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inappropriate for the site or publication. Language is confusing or inappropriate to the audience.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling and capitalization are often incorrect, and punctuation is missing.</li> </ul>

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		<ul style="list-style-type: none"><li>• Some grammatical and usage errors are repeated in the argument.</li></ul>	<ul style="list-style-type: none"><li>• Grammar and usage are incorrect in many places, but the writer's meaning is still clear.</li></ul>	<ul style="list-style-type: none"><li>• Many grammatical and usage errors change the meaning of ideas.</li></ul>
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KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>Summaries of sources include the main idea and key supporting details.</li> <li>Makes strong connections between different sources of information.</li> <li>Draws strong conclusions about the topic by synthesizing different sources.</li> <li>Gives appropriate credit for all sources and shows how the information fits in with the writer's own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Most summaries of sources include the main idea and key supporting details, but one or two are missing.</li> <li>Makes reasonable connections between different sources of information.</li> <li>Draws reasonable conclusions about the topic by synthesizing different sources.</li> <li>Gives appropriate credit for nearly all sources and most connections to the writer's own ideas are clear.</li> </ul>	<ul style="list-style-type: none"> <li>Summaries of sources are missing several main ideas and key supporting details.</li> <li>Makes connections between different sources of information, but they are weak or irrelevant.</li> <li>Draws strong conclusions about the topic by synthesizing different sources.</li> <li>Credit is missing for some sources; the connections to the writer's ideas are weak.</li> </ul>	<ul style="list-style-type: none"> <li>Summaries of sources are missing most ideas and details, or are missing entirely.</li> <li>Does not make connections between different sources of information.</li> <li>Does not synthesize across sources or draw conclusions.</li> <li>Does not give appropriate credit for sources.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Notes contain keywords and big ideas, claims, and supporting evidence.</li> <li>Outline is organized into logical groups, with main headings, subgroups, and supporting details.</li> <li>Outline is organized according to a consistent pattern (chronological, cause and effect, etc.)</li> <li>Numbers and letters are used correctly throughout to identify headings, subtopics, and details.</li> </ul>	<ul style="list-style-type: none"> <li>Most notes contain keywords and big ideas, claims, and supporting evidence.</li> <li>Most of the outline is organized into logical groups, with main headings, subgroups, and supporting details.</li> <li>Outline is mostly organized according to a consistent pattern (chronological, cause and effect, etc.), but it could be more consistent.</li> <li>Numbers and letters are mostly used correctly to identify headings, subtopics, and details.</li> </ul>	<ul style="list-style-type: none"> <li>Some notes are missing keywords and big ideas, claims, and supporting evidence.</li> <li>In the outline, some main headings, subgroups, and supporting details are not clearly identified.</li> <li>Outline uses a pattern (chronological, cause and effect, etc.) but it is inconsistent.</li> <li>Several errors in numbering and lettering appear in headings, subtopics, and details.</li> </ul>	<ul style="list-style-type: none"> <li>Notes are missing most key information, or are missing.</li> <li>Outline is disorganized; main headings, subgroups, and supporting details are unclear or missing.</li> <li>Outline is not organized according to a pattern (chronological, cause and effect, etc.).</li> <li>Errors in numbering and lettering make the outline difficult to follow.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>Quotations and citations are used and formatted correctly; they show a variety of sources.</li> <li>Integrates evidence into the text (by quotation, paraphrase, summary) while maintaining the flow of ideas.</li> <li>The writing has an appropriate style/tone.</li> <li>Sentences have a variety of beginnings, lengths, and structures.</li> <li>Spelling, capitalization, and punctuation are correct. Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>Most quotations and citations are used and formatted correctly; they show some variety of sources.</li> <li>Integrates most evidence into the text while maintaining the flow of ideas.</li> <li>The style and tone become inappropriate in one or two places.</li> <li>Sentences are correctly structured and complete, but could have more variety.</li> <li>Some capitalization and punctuation mistakes occur. Some grammatical and usage errors occur.</li> </ul>	<ul style="list-style-type: none"> <li>Several quotations and citations are used and formatted incorrectly; they show overreliance on one or two sources.</li> <li>Integration of evidence sometimes interrupts the flow of ideas.</li> <li>The style and tone are inconsistent, and the style is inappropriate in many places.</li> <li>Sentence structures have little variety; some fragments or run-on sentences appear.</li> <li>Several spelling, capitalization, punctuation, grammar, and usage mistakes occur, but the writer's meaning is still clear.</li> </ul>	<ul style="list-style-type: none"> <li>Quotations and citations are not used or formatted correctly, or are missing.</li> <li>Does not integrate textual evidence appropriately into the text.</li> <li>The style and tone are inappropriate.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Many spelling, capitalization, and punctuation mistakes occur. Grammatical and usage errors make the writing hard to understand.</li> </ul>

Writing

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The introduction engages the audience; the claim is precise and clearly states a position on an issue.</li> <li>Logical reasons and relevant, sufficient evidence convincingly support the writer's claim.</li> <li>Opposing claims and counterclaims are developed fairly and thoroughly, and supported with relevant evidence.</li> <li>The conclusion logically follows up on the main ideas of the argument and restates the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction could do more to grab the audience's attention; the claim states a position on an issue but could be more precise.</li> <li>Most reasons and evidence are relevant and support the writer's claim.</li> <li>Opposing claims and counterclaims are developed fairly, but their supporting evidence could be addressed more thoroughly.</li> <li>The concluding section mostly follows up on the main ideas of the argument and restates the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is not engaging; the claim identifies an issue, but the writer's position is not clearly stated.</li> <li>The reasons and evidence are not always logically connected to the writer's claim.</li> <li>Opposing claims are identified, but counterclaims are not developed fairly or addressed thoroughly.</li> <li>The concluding section includes an incomplete summary of the main ideas and claim, and leaves loose ends for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is missing or does not include a claim.</li> <li>Supporting reasons and evidence are missing or are not connected to the claim.</li> <li>Opposing and counterclaims are neither identified nor developed.</li> <li>The concluding section is missing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Reasons and evidence are organized logically and consistently throughout the argument.</li> <li>Transitions create cohesion and logically connect evidence and reasons to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The organization of reasons and evidence could be clearer in a few places, but it is mostly easy to follow.</li> <li>A few more transitions are needed to connect evidence and reasons to the claim; the text could be more coherent.</li> </ul>	<ul style="list-style-type: none"> <li>The organization of reasons and evidence is weak in several places.</li> <li>More transitions are needed to connect evidence and reasons to the claim; the text is incoherent in some places.</li> </ul>	<ul style="list-style-type: none"> <li>A logical organization is not used; reasons and evidence are presented randomly.</li> <li>Transitions are not used, making the argument incoherent and difficult to understand.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The writing has an appropriately formal style and an objective tone.</li> <li>Persuasive techniques are used appropriately and effectively throughout the argument.</li> <li>Sentences have a variety of beginnings, lengths, and structures. They flow rhythmically.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The style becomes too informal in a few places, and the tone is uneven.</li> <li>Some effective persuasive techniques are used.</li> <li>Sentences are correctly structured and complete, but could have more variety and flow.</li> <li>Some capitalization and punctuation mistakes occur.</li> <li>Some grammatical and usage errors are repeated in the argument.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inconsistent, and the style becomes too informal in many places.</li> <li>Few effective persuasive techniques are used, or some techniques are used inappropriately.</li> <li>Sentence structures have very little variety, and some fragments or run-on sentences are present.</li> <li>Several spelling and capitalization mistakes occur, and punctuation is inconsistent.</li> <li>Grammar and usage are incorrect in many places, but the writer's meaning is still clear.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inappropriate for the argument.</li> <li>Persuasive techniques are missing or used inappropriately.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling and capitalization are often incorrect, and punctuation is missing.</li> <li>Many grammatical and usage errors change the meaning of ideas and make the writing hard to understand.</li> </ul>

KEY TRAITS	4	3	2	1
<b>PLANNING</b>	<ul style="list-style-type: none"> <li>Creates plans for writing that identify a task, reflect a purpose, and address an audience.</li> <li>Chooses an approach (style, structure, and language) for the writing task.</li> <li>Uses outlines or graphic organizers to organize thorough and relevant notes.</li> <li>Submits planning notes that demonstrate strong understanding of the topic, thorough research, and readiness to begin drafting.</li> </ul>	<ul style="list-style-type: none"> <li>Creates plans for writing that could more clearly identify a task, reflect a purpose, or address an audience.</li> <li>Could choose a more effective approach (style, structure, and language) for the writing task.</li> <li>Uses outlines or graphic organizers to organize notes.</li> <li>Submits planning notes that demonstrate acceptable understanding of the topic, enough research, and readiness to begin drafting.</li> </ul>	<ul style="list-style-type: none"> <li>Creates plans that incorrectly identify some part of the writing task, purpose, or audience.</li> <li>Some part of the approach (style, structure, or language) is inappropriate for the writing task.</li> <li>Does not use outlines or graphic organizers to organize notes, but notes are still relevant to the topic.</li> <li>Submits planning notes that do not demonstrate full understanding of the topic or completed research.</li> </ul>	<ul style="list-style-type: none"> <li>Creates plans that do not identify a writing task, purpose, or audience.</li> <li>The approach to the writing task (style, structure, and language) is inappropriate.</li> <li>Does not create notes, or creates notes that are irrelevant and disorganized.</li> <li>Does not submit planning notes, or submits notes that do not demonstrate understanding of the topic. Student is not ready to begin drafting.</li> </ul>
<b>DRAFTING</b>	<ul style="list-style-type: none"> <li>Employs an effective drafting strategy, such as planned or discovery drafting, to write a draft.</li> <li>Demonstrates helpful drafting habits, such as strategic planning, organizing ideas, and seeking feedback.</li> <li>First draft shows a strong understanding of the purpose of the drafting stage (it includes relevant ideas and information, it is not planned out to the last detail, it is not heavily edited or revised).</li> </ul>	<ul style="list-style-type: none"> <li>Mostly employs a drafting strategy, such as planned or discovery drafting, to write a draft.</li> <li>Begins to develop and demonstrate helpful drafting habits, such as strategic planning, organizing ideas, and seeking feedback, but could use more.</li> <li>First draft shows some understanding of the purpose of the drafting stage (it may show some signs of editing and revision, or be missing one or two details).</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently employ a drafting strategy, such as planned or discovery drafting, to compose a draft.</li> <li>Demonstrates some hindering drafting habits, such as expecting a perfect draft, waiting too long to begin, or refusing feedback.</li> <li>First draft shows weak understanding of the purpose of the drafting stage (it may be heavily edited and revised, key details may be missing).</li> </ul>	<ul style="list-style-type: none"> <li>Does not employ any drafting strategy, such as planned or discovery drafting, to compose a draft.</li> <li>Hindering drafting habits, such as expecting a perfect draft, waiting too long to begin, or refusing feedback, prevent the student from finishing a first draft.</li> <li>First draft does not identify a main idea or a topic, or is missing.</li> </ul>
<b>REVISING AND EDITING</b>	<ul style="list-style-type: none"> <li>First major revision stage shows much improved clarity, coherence, and organization, including adopting a new approach if needed.</li> <li>Second revision stage shows much improved grammar, spelling, and word choice.</li> <li>The final draft uses appropriate style, structure, and language.</li> <li>The final draft uses correct spelling, capitalization, punctuation, grammar, and usage.</li> </ul>	<ul style="list-style-type: none"> <li>First major revision stage shows some improved clarity, coherence, and organization, but one or two key problems remain.</li> <li>Second revision stage shows some improved grammar, spelling, and word choice.</li> <li>The final draft uses mostly appropriate style, structure, and language.</li> <li>The final draft uses mostly correct spelling, capitalization, punctuation, grammar, and usage.</li> </ul>	<ul style="list-style-type: none"> <li>First major revision stage shows only slight improvements in clarity, coherence, and organization.</li> <li>Second revision stage shows only slight improvement in grammar, spelling, and word choice.</li> <li>The final draft is inconsistent in style, structure, and language.</li> <li>The final draft contains several errors in spelling, capitalization, punctuation, grammar, and usage.</li> </ul>	<ul style="list-style-type: none"> <li>First major revision stage is missing, or shows few or no improvements in clarity, coherence, and organization.</li> <li>Second revision stage is missing, or shows few or no improvements in grammar, spelling, and word choice.</li> <li>The final draft uses inappropriate style, structure, and language.</li> <li>Spelling and capitalization in the final draft are often incorrect, and punctuation is missing; grammatical and usage errors change the meaning of the writer's ideas.</li> </ul>

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The introduction engages the audience and introduces a clear topic and thesis statement.</li> <li>The topic is thoroughly developed with relevant facts, concrete details, quotations, and examples from reliable sources.</li> <li>Graphic and multimedia elements are clear, relevant, and aid in understanding.</li> <li>The conclusion clearly follows from and supports the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction could do more to engage the audience, but it introduces a clear topic and thesis statement.</li> <li>The topic is mostly developed, but one or two key points could use more elaboration.</li> <li>Graphic and multimedia elements are relevant to the topic, but could be clearer and more helpful.</li> <li>The conclusion mostly follows from and supports the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is dull; the topic and thesis are not clearly expressed.</li> <li>Most key points need more elaboration; some facts, details, quotations or examples are not relevant to the controlling idea.</li> <li>Graphic and multimedia elements are distracting and do not aid in understanding.</li> <li>The conclusion partially follows from the information presented but leaves loose ends for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is missing.</li> <li>Facts, details, quotations, and examples are from unreliable sources, are irrelevant to the controlling idea, or are missing.</li> <li>Graphic and multimedia elements are missing or not related to the topic.</li> <li>The conclusion is missing or does not follow from the information presented.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organization follows an effective and logical pattern throughout the text.</li> <li>Appropriate and varied signal words and transitions clearly show connections between related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The organization is confusing in a few places but mostly follows a pattern.</li> <li>A few more signal words and transitions are needed to connect related ideas; signal words and transitions could be more varied.</li> </ul>	<ul style="list-style-type: none"> <li>The organization is logical in some places but often doesn't follow a pattern.</li> <li>Signal words and transitions are repetitive; they do not effectively connect related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>A logical organization strategy is not used; information is presented randomly.</li> <li>Transitions and signal words are not used, making the text difficult to understand.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The writing reflects a formal style and objective tone.</li> <li>Language is precise, vivid, and appropriate to the topic's complexity.</li> <li>Sentence beginnings, lengths, and structures vary; the writing has a rhythmic flow.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The style becomes informal in a few places, and the tone is not consistent.</li> <li>Language could be more vivid or precise, but still expresses the writer's meaning and fits the topic.</li> <li>Sentence beginnings, lengths, and structures have some variety.</li> <li>Several spelling, capitalization, and punctuation mistakes occur.</li> <li>Some grammatical and usage errors appear.</li> </ul>	<ul style="list-style-type: none"> <li>The style becomes informal in many places, and the tone often loses objectivity.</li> <li>Overly general language is used in many places; some descriptions are vague.</li> <li>Sentence structures barely vary, and some fragments or run-on sentences are present.</li> <li>Spelling, capitalization, and punctuation are often incorrect but do not make reading the text difficult.</li> <li>Grammar and usage are incorrect in many places, but the writer's ideas are still clear.</li> </ul>	<ul style="list-style-type: none"> <li>The style is inappropriate, and the tone is disrespectful or offensive.</li> <li>Language is too general and vague to convey the information.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling, capitalization, and punctuation are incorrect throughout.</li> <li>Many grammatical and usage errors change the meaning of the writer's ideas.</li> </ul>



KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The introduction establishes a strong narrative context: it clearly establishes an engaging problem, situation, and setting.</li> <li>Characters are compelling, with fully developed traits and motivations.</li> <li>Telling details, helpful background, realistic dialogue, and reflection bring the narrative to life for the reader.</li> <li>Conclusion is satisfying, follows naturally from the story, and reflects on the narrative's events or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction establishes some context but could do more to engage the reader with the problem, situation, or setting.</li> <li>Most characters are compelling, but one or two could be more fully developed.</li> <li>Telling details and dialogue generally create a strong mental picture for the reader; more background is needed in one or two places.</li> <li>Conclusion follows naturally from the story, but could be more satisfying or reflect more clearly on the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction establishes a weak context; it only hints at a situation, problem or setting.</li> <li>Many characters are in need of more development.</li> <li>A few telling details create lively scenes, but most details are ordinary; dialogue is lacking, more background is needed.</li> <li>Conclusion does not follow naturally from the narrative or reflect on its events or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction does not establish a narrative context for the reader.</li> <li>Characters are undeveloped; they have no clear descriptions or motivations.</li> <li>Details and dialogue are unrelated to the narrative; background information is missing.</li> <li>Conclusion is missing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Each of the plot stages (exposition, rising action, climax, falling action, and resolution) is fully developed.</li> <li>The organization is effective; events follow a sequence and build to a coherent whole.</li> <li>The narrative's pace is effective throughout.</li> <li>Transitions successfully connect ideas and show the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the plot stages (exposition, rising action, climax, falling action, and resolution) are developed, but one or two could be improved.</li> <li>The organization of ideas generally is logical; the sequence of events is confusing in a few places.</li> <li>At times, the pace is too slow or too fast.</li> <li>A few more transitions are needed to clarify the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Several of the plot stages (exposition, rising action, climax, falling action, and resolution) are weak.</li> <li>The organization of ideas often doesn't follow a pattern, and the sequence of events is confusing in several places.</li> <li>The pace overall is either too slow or too fast.</li> <li>More transitions are needed throughout to clarify the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>The plot does not have clear stages of exposition, rising action, climax, falling action, or resolution.</li> <li>The narrative is not organized; events and details are presented incoherently.</li> <li>The pace is ineffective throughout.</li> <li>Transitions are not used, making the narrative difficult to understand.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>One or multiple points of view are used creatively and consistently throughout the narrative.</li> <li>Precise words, imagery, and figurative language create vivid descriptions of people, places, and events.</li> <li>Sentence beginnings, lengths, and structures vary and have a rhythmic flow.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative point of view shifts in one or two places without reason.</li> <li>More precise words, imagery, or figurative language are needed to describe some people, places, and events.</li> <li>Sentence beginnings, lengths, and structures vary somewhat.</li> <li>Several spelling, capitalization, and punctuation mistakes occur.</li> <li>Some grammatical and usage errors are repeated in the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative point of view shifts in many places without reason.</li> <li>More figurative language and imagery are needed many key parts.</li> <li>Sentence structures barely vary, and some fragments or run-on sentences are present.</li> <li>Spelling, capitalization, and punctuation are often incorrect but do not interfere with reading the narrative.</li> <li>Grammar and usage are incorrect in many places.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative lacks a consistent point of view.</li> <li>Figurative language and imagery are not used.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling, capitalization, and punctuation are incorrect throughout.</li> <li>Many grammatical and usage errors change the meaning of the writer's ideas.</li> </ul>



Positive Outcomes Charter School  
9<sup>th</sup> to 12<sup>th</sup> Grade  
Speaking and Listening Rubrics

Rubric: Analyzing and Evaluating Presentations

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>Evaluates the speaker's claim and reasoning for strength and clarity.</li> <li>Thoroughly analyzes the speaker's credibility, accuracy, and objectivity to evaluate reliability.</li> <li>Identifies and evaluates the speaker's use of supporting evidence and information.</li> <li>Identifies and evaluates the usefulness, appeal, and message of any graphics or images.</li> <li>Identifies instances of bias or logical fallacies and evaluates their effect on the presentation.</li> <li>Identifies and evaluates the speaker's synthesis of ideas across multiple sources, including media.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the speaker's claim and reasoning, and provides some evaluation.</li> <li>Somewhat analyzes the speaker's credibility, accuracy, and objectivity to evaluate reliability.</li> <li>Identifies and evaluates most use of supporting evidence and information, but could do more.</li> <li>Identifies and evaluates the usefulness, appeal, and message of most graphics or images, but may leave one or two out.</li> <li>Identifies some instances of bias or logical fallacies and evaluates their effect on the presentation.</li> <li>Identifies and evaluates most of the speaker's synthesis across sources, but could do more.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the speaker's claim and reasoning, but does not evaluate them.</li> <li>Does a weak analysis of the speaker's credibility, accuracy, and objectivity, but does not accurately evaluate reliability.</li> <li>Leaves out evaluation for most supporting evidence and information.</li> <li>Does not identify or evaluate the usefulness, appeal, and message of several graphics or images.</li> <li>Often does not identify instances of bias or logical fallacies or evaluate their effect on the presentation.</li> <li>Identifies when the speaker synthesizes across sources, but does not evaluate it.</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify or evaluate the speaker's claim or reasoning.</li> <li>Does not analyze the speaker's credibility, accuracy, or objectivity; does not evaluate reliability.</li> <li>Does not identify or evaluate the use of supporting evidence and information.</li> <li>Does not identify or evaluates the usefulness, appeal, and message of any graphics or images.</li> <li>Does not identify or evaluate the effect of instances of bias or logical fallacies.</li> <li>Does not identify or evaluate the speaker's synthesis across multiple sources.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Analyzes and evaluates the structure and cohesiveness of the presentation.</li> <li>Evaluates the use of transitions to connect ideas or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly analyzes and evaluates the structure and cohesiveness of the presentation.</li> <li>Somewhat evaluates the use of transitions to connect ideas or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the structure and cohesiveness of the presentation but does not evaluate it.</li> <li>Rarely evaluates the use of transitions to connect ideas or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Does not analyze or evaluate the structure and cohesiveness of the presentation.</li> <li>Does not evaluate the use of transitions to connect ideas or evidence.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>Identifies and evaluates the speaker's use of vivid language and rhetorical devices.</li> <li>Analyzes and evaluates the speaker's gestures, tone, eye contact, and volume.</li> <li>Accurately evaluates the presentation's language for appropriate style.</li> <li>Accurately evaluates sentences for a variety of beginnings, lengths, and structures.</li> <li>Accurately evaluates the speaker's grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and evaluates many uses of vivid language and rhetorical devices.</li> <li>Analyzes and mostly evaluates the speaker's gestures, tone, eye contact, and volume.</li> <li>Mostly accurately evaluates the presentation's language for appropriate style.</li> <li>Mostly accurately evaluates sentences for a variety of beginnings, lengths, and structures.</li> <li>Mostly accurately evaluates the speaker's grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Often does not identifies or evaluates the use of vivid language and rhetorical devices.</li> <li>Does some analysis of the speaker's gestures, tone, eye contact, and volume, but does not complete an evaluation.</li> <li>Evaluates the presentation's language for an appropriate style, but not accurately</li> <li>Evaluates sentences for a variety of beginnings, lengths, and structures, but not accurately.</li> <li>Evaluates the speaker's grammar and usage, but not accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Does not identify or evaluate the use of vivid language and rhetorical devices.</li> <li>Does not analyze or evaluate the speaker's gestures, tone, eye contact, or volume.</li> <li>Does not evaluate the presentation's language for an appropriate style.</li> <li>Does not evaluate sentences for a variety of beginnings, lengths, and structures.</li> <li>Does not evaluate the speaker's grammar and usage.</li> </ul>



Rubric: Giving a Presentation (As You Speak)

KEY TRAITS	4	3	2	1
<b>VOICE</b>	<ul style="list-style-type: none"> <li>• Enunciation is flawless. The presentation demonstrates correct pronunciation and clearly spoken words.</li> <li>• Volume is appropriate for the situation. Increases or decreases in volume reinforce the message.</li> <li>• Feeling, emotion, or passion for the topic supports the message and engages listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker makes slight errors in enunciation, mispronouncing or mumbling one or two words.</li> <li>• Volume is appropriate to the situation, with some attempts to vary volume for effect.</li> <li>• The student speaks with some evidence of feeling, emotion, and passion.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker's mumbling and mispronunciation distracts from the presentation.</li> <li>• There is no attempt to vary volume for effect but the speech is consistently audible.</li> <li>• The speaker demonstrates some interest in the topic, but without much feeling, emotion, or passion.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker has frequent difficulty pronouncing key words and mumbles so that it is hard to make out the words.</li> <li>• The speech is too quiet or too loud.</li> <li>• The student speaks in a monotone without showing any interest.</li> </ul>
<b>POISE, GESTURES, AND EYE CONTACT</b>	<ul style="list-style-type: none"> <li>• The speaker demonstrates poise throughout. A strong, relaxed posture and the absence of distracting behaviors help listeners focus on the message.</li> <li>• The speaker engages all listeners with eye contact.</li> <li>• Hand, body, and facial gestures contribute effectively and appropriately to the message.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker demonstrates good poise most of the time, showing only slight or rarely occurring distracting behaviors with generally good posture and stance.</li> <li>• The speaker makes eye contact with most of the audience.</li> <li>• Hand, body, and facial gestures are generally effective but could be used more to reinforce the message and emphasize key points.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker exhibits noticeable distracting behaviors that nonetheless do not interfere with the message.</li> <li>• The speaker makes eye contact with some of the listeners.</li> <li>• Despite occasional gestures, most of the speech lacked hand, face, and body movements.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker is ill at ease; distracting behaviors interfere with listeners' ability to focus on the message.</li> <li>• The speaker makes little or no eye contact, remaining focused on his or her notes.</li> <li>• The presentation contains few or no gestures.</li> </ul>
<b>FLUENCY AND PACE</b>	<ul style="list-style-type: none"> <li>• The speaker adjusts pace to add emphasis and increase interest in the topic.</li> <li>• The speaker demonstrates fluency throughout the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker makes some attempts to vary pace for effect, with an overall effective pace.</li> <li>• The speaker has minor problems with fluency, making occasional breaks in the flow of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker makes no attempt to vary the pace, but speaks at an appropriate pace.</li> <li>• The speaker has some problems with fluency, making a number of breaks in the flow of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation is too fast or too slow.</li> <li>• The delivery is choppy.</li> </ul>

Rubric: Giving a Presentation (Before You Speak)

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Presentation delivers information that is appropriate to the task, purpose, and audience.</li> <li>• The speaker's claim states a clear position; the presentation has a strong controlling idea.</li> <li>• Logical reasons and relevant evidence convincingly support the speaker's claim.</li> <li>• Listeners' questions are anticipated and effectively addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation mostly delivers information that is appropriate to the task, purpose, and audience.</li> <li>• The presentation takes a position and has a controlling idea, but they could be clearer.</li> <li>• Most reasons and evidence support the speaker's claim, but they could be more convincing.</li> <li>• Listeners' questions are mostly anticipated and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation weakly addresses the task, purpose, and audience.</li> <li>• The speaker's claim does not state a clear position; the controlling idea is unfocused.</li> <li>• The reasons and evidence are not always logical or relevant.</li> <li>• Listeners' questions are often not anticipated or addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation does not identify or address a task, audience, or purpose.</li> <li>• The presentation does not make a claim or establish a controlling idea.</li> <li>• Supporting reasons and evidence are missing.</li> <li>• Listeners' questions are neither anticipated nor addressed.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• The presentation is cohesive and structured according to an organizational pattern.</li> <li>• Reasons and evidence are organized logically and consistently throughout the presentation.</li> <li>• The introduction has an interesting "hook" that grabs the audience's attention.</li> <li>• Transitions logically connect reasons and evidence to the speaker's claim or idea.</li> <li>• The conclusion includes an engaging restatement of the claim or controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation follows an organizational pattern, but it could be more cohesive.</li> <li>• The organization of reasons and evidence is confusing in a few places.</li> <li>• The introduction could do more to grab the audience's attention.</li> <li>• A few more transitions are needed to connect reasons and evidence to the speaker's claim or idea.</li> <li>• The conclusion restates the claim or controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation is inconsistent in its organization; it is often incoherent.</li> <li>• The organization of reasons and evidence is logical in some places, but not in many others.</li> <li>• The introduction is ordinary; it lacks a hook for the audience.</li> <li>• Many more transitions are needed to connect reasons and evidence to the speaker's claim or idea.</li> <li>• The conclusion does not completely or accurately restate the claim or controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation does not have an organized structure.</li> <li>• Reasons and evidence are presented randomly, or are missing.</li> <li>• The introduction is confusing or missing.</li> <li>• Transitions are not used, making the presentation difficult to understand.</li> <li>• The conclusion is missing.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>• The style and tone are appropriate for the presentation's purpose and audience.</li> <li>• Language is precise and descriptive throughout the presentation. Rhetorical devices enhance the message.</li> <li>• Sentences have a variety of beginnings, lengths, and structures.</li> <li>• Grammar and usage are appropriate to the audience, task, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• The style and tone become inappropriate in one or two places.</li> <li>• Language could be more precise and descriptive. Rhetorical devices are used, but could be used more effectively.</li> <li>• Sentences are correctly structured and complete, but could have more variety.</li> <li>• Grammar and usage are mostly appropriate to the audience, task, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• The style and tone are inconsistent, and become inappropriate in many places.</li> <li>• Language is often vague or imprecise. Rhetorical devices are used ineffectively.</li> <li>• Sentence structures have very little variety; some fragments or run-on sentences appear.</li> <li>• Grammar and usage are often inappropriate to task, purpose, and audience, but the speaker's meaning is still clear.</li> </ul>	<ul style="list-style-type: none"> <li>• The style and tone are inappropriate.</li> <li>• The language is vague and imprecise. Rhetorical devices are not used.</li> <li>• Repetitive sentence structure, fragments, and run-on sentences make the speaker hard to follow.</li> <li>• Inappropriate grammar and usage make it hard to understand the speaker's meaning.</li> </ul>

Rubric: Giving a Presentation (Before You Speak)

Rubric: Presenting a Narrative (Before You Speak)

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The narrative topic is highly engaging</li> <li>The presentation makes excellent use of narrative techniques such as dialogue, pacing, description and reflection to develop characters and storyline.</li> <li>The narrative is full of rich and relevant descriptive details.</li> <li>The narrative makes a clear and compelling comparison between the speaker's experiences and a larger universal theme.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative topic is somewhat interesting</li> <li>The presentation makes adequate use of narrative techniques such as dialogue, pacing, description, or reflection.</li> <li>The narrative contains a lot of detail, but the details could be more descriptive and on point.</li> <li>The narrative makes an adequate comparison between the speaker's experiences and a larger universal theme.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative topic is unfocused or not engaging.</li> <li>The presentation makes little use of narrative techniques such as dialogue, pacing, description, or reflection.</li> <li>The narrative contains a few details.</li> <li>The narrative makes an awkward or inept comparison between the speaker's experiences and a larger universal theme.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative does not have a clearly defined topic.</li> <li>The presentation contains no dialogue, description, or reflection, and does a poor job of pacing the events.</li> <li>The narrative is underdeveloped, lacking descriptive details.</li> <li>The narrative makes no comparison between the speaker's experiences and a larger universal theme.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The narrative begins with a strong hook while establishing context and point of view.</li> <li>The narrative is cohesive and events unfold in a logical and natural sequence.</li> <li>The conclusion provides a satisfying ending to the story and makes a solid connection to a larger universal theme.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction could be more compelling, but clearly establishes context and point of view.</li> <li>The narrative unfolds logically, but it could be more natural and /or cohesive.</li> <li>The conclusion provides an adequate ending to the story and makes some connection to a larger universal theme.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is not interesting and does not establish a context or point of view.</li> <li>The narrative is stilted and inconsistent in its organization; it is often incoherent.</li> <li>The conclusion does not give an ending to the story or connect to a larger theme.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is confusing or missing.</li> <li>The narrative does not have an organized structure.</li> <li>The conclusion is missing.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The style and tone are appropriate for the presentation's purpose and audience.</li> <li>Language is precise and descriptive, using sensory language to create a vivid picture.</li> <li>Sentences have a variety of beginnings, lengths, and structures.</li> <li>Grammar and usage are appropriate to the audience, task, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone become inappropriate in one or two places.</li> <li>Language could be more precise and descriptive. Some sensory language is used.</li> <li>Sentences are correctly structured and complete, but could have more variety.</li> <li>Grammar and usage are mostly appropriate to the audience, task, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inconsistent, and become inappropriate in many places.</li> <li>Language is often vague or imprecise. Use of sensory language is sparse.</li> <li>Sentence structures have very little variety; some fragments or run-on sentences appear.</li> <li>Grammar and usage are often inappropriate to task, purpose, and audience, but the speaker's meaning is still clear.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inappropriate.</li> <li>The language is vague and imprecise. Sensory language is not used.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the narrative hard to follow.</li> <li>Inappropriate grammar and usage make it hard to understand the speaker's meaning.</li> </ul>



KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>Participants have read and researched materials on the topic and are well prepared for the discussion.</li> <li>Participants draw on their preparation by referring to evidence from their sources during discussion.</li> <li>Participants synthesize comments on all sides of an issue, resolving contradictions when possible.</li> <li>Every participant contributes effectively; members build on others' ideas and express their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all participants have researched the topic and are well prepared for the discussion.</li> <li>Most participants refer to some evidence from their sources during discussion.</li> <li>Most participants synthesize comments on different sides of an issue, resolving some contradictions.</li> <li>Most participants contribute effectively, and build on others' ideas while expressing their own.</li> </ul>	<ul style="list-style-type: none"> <li>Few participants have researched the topic or are prepared for the discussion.</li> <li>Few participants refer to any evidence from their sources during discussion.</li> <li>Few participants synthesize comments on different sides of an issue, paying little regard to contradictions.</li> <li>Some participants are not contributing effectively, building on others' ideas, or expressing their own.</li> </ul>	<ul style="list-style-type: none"> <li>No participants have researched the topic or are prepared for the discussion.</li> <li>No participants refer to evidence from their sources during discussion.</li> <li>No participants synthesize comments on different sides of an issue or make any note of contradictions.</li> <li>Most or all participants are not contributing to the discussion.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The discussion has clear goals, deadlines, roles, and methods for decision-making.</li> <li>The discussion stays on-topic throughout.</li> <li>Participants pose questions that propel the conversation, connect, confirm and challenge ideas, and link to broader themes.</li> <li>Participants respond thoughtfully, qualifying or justifying their own views, and ensure that a wide range of ideas can be heard.</li> <li>The wrap-up effectively paraphrases the group's ideas and conclusions; goals are met and additional research is assigned.</li> </ul>	<ul style="list-style-type: none"> <li>The goals, deadlines, roles, and methods for decision-making to be used in the discussion are mostly clear.</li> <li>The discussion stays mostly on-topic throughout; digressions are quickly ended.</li> <li>Most questions propel the conversation, connect, confirm and challenge ideas, or link to broader themes.</li> <li>Most responses are thoughtful and encourage a wide range of ideas to be heard; most participants qualify or justify their own views thoughtfully.</li> <li>The wrap-up mostly paraphrases the group's ideas and conclusions; most goals are met and additional research is considered.</li> </ul>	<ul style="list-style-type: none"> <li>There is confusion about the goals, deadlines, roles, and methods of decision-making to be used in the discussion.</li> <li>When the discussion goes off-topic, digressions go on for some time.</li> <li>Many questions fail to propel the conversation, connect ideas, or link to broader themes.</li> <li>Participants have difficulty responding thoughtfully; many are defensive about their own views; many ideas are not discussed.</li> <li>The wrap-up does not effectively paraphrase the group's ideas and conclusions; few goals are met, and little if any additional research is considered.</li> </ul>	<ul style="list-style-type: none"> <li>The discussion does not have a set goal or roles for participation; a method of decision-making is not established beforehand.</li> <li>The discussion goes off-topic often, and digressions are not corrected.</li> <li>Few or no questions are asked; questions are off-topic or stop the conversation's progress.</li> <li>Few or no responses are thoughtful; participants do not work toward hearing a range of ideas.</li> <li>The discussion ends without any sort of conclusion or wrap-up.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The discussion maintains an appropriate tone and language, whether formal or informal.</li> <li>Discussion remains civil and body language is neutral throughout.</li> </ul>	<ul style="list-style-type: none"> <li>The discussion maintains a mostly appropriate tone and language, though it may slip on one or two occasions.</li> <li>Discussion is mostly civil, and body language is mostly neutral throughout.</li> </ul>	<ul style="list-style-type: none"> <li>The tone of the discussion becomes inappropriate on several occasions.</li> <li>The discussion and body language become disrespectful at several points.</li> </ul>	<ul style="list-style-type: none"> <li>The tone of the discussion is inappropriate overall.</li> <li>Discussion and body language are frequently disrespectful and shut down the discussion.</li> </ul>

Rubric: Participating in a Collaborative Discussion

	<ul style="list-style-type: none"><li>• Participants address one another clearly and courteously, solicit input from peers, and do not interrupt other speakers.</li></ul>	<ul style="list-style-type: none"><li>• Participants mostly address one another courteously; some solicit input from peers; there are one or two interruptions.</li></ul>	<ul style="list-style-type: none"><li>• Participants focus primarily on their own comments and often address one another rudely; there are several interruptions.</li></ul>	<ul style="list-style-type: none"><li>• Rude interactions and interruptions disrupt the discussion entirely.</li></ul>
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