

# 9<sup>TH</sup> GRADE COLLECTIONS UNIT ONE: *FINDING COMMON GROUND*

## ENGLISH LANGUAGE ARTS PACING 1 GUIDE

<p><b>Unit’s Focus - <i>Finding Common Ground</i>:</b> The focus of this collection is the individual and society—from the individual’s struggle to be a part of society to a nation’s struggle to unite for a common cause.</p>	<p><b>Unit’s Academic Vocabulary:</b> Enforce, Entity, Internal, Presume, Resolve</p>
<p><b>Essential Question:</b> How do individuals with different personalities and cultural backgrounds come together to form one human race?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit One Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit One Performance Task:</b> Write an Analytical Essay- pg. 41</li> </ul>
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literary Text:</i></p> <p><b>RL.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.5:</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RL.9-10.7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.9-10.5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RI.9-10.6:</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RI.9-10.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RI.9-10.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>RI.9-10.9:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p><i>Language:</i></p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol> <p><b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>	

**L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**Note: See Additional Readings in the Honors section if you want to incorporate a novel within this unit.**

# Honors Collection One

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 9<sup>th</sup> grade Honors English course covering the theme of “Finding Common Ground.”

Reading	Writing / Speaking
<p><b><u>Suggestions for Collections One:</u></b></p> <ul style="list-style-type: none"> <li>• Assign students to read independently a novel aligned with the theme of “Finding Common Ground”</li> <li>• Assign FYI articles from Collection One</li> <li>• Incorporate the “Additional Texts” from Collection One (Teacher’s Resources from the Dashboard)</li> <li>• Supplement with additional poetry that fits the theme of “Finding Common Ground”</li> </ul> <p><b><u>Additional Readings:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Elegy Written in a Country Churchyard</b>—Thomas Gray</li> <li>• <b>Christmas Storms and Sunshine</b> –Elizabeth Cleghorn Gaskell</li> <li>• <b>To Kill a Mockingbird</b> - Lee</li> </ul>	<p><b><u>Suggestions for Collections One:</u></b></p> <ul style="list-style-type: none"> <li>• Assign the Unit’s Performance Task A:</li> <li>• Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit</li> <li>• Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection One</li> <li>• Create a blog that students may discuss the text selections</li> <li>• Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback</li> <li>• When appropriate, students utilize MLA or APA in their writing</li> </ul> <p><b><u>Additional Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Write an essay that explains what are the similarities and differences between presenting ideas in photographs versus a poem? What does each emphasize or leave out?</li> <li>• Write an essay that depicts and answers how does one remain an individual while still contributing to the well-being and productivity of a society?</li> <li>• Write an analytical essay explaining how individuals with different personalities and cultural backgrounds come together to form one human race?</li> <li>• Write an argument essay depicting that America is both a united and fractured country and always has been throughout history.</li> </ul> <p><b><u>Additional Project Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Work with a partner to produce a short video interviewing classmates and teachers about the Vietnam Wall memorial. Include a final scene in which you and your partner discuss the advantages and disadvantages of using film to capture emotions about the Vietnam Wall memorial.</li> <li>• So far we have read various texts dealing with how individuals and societies have dealt with trying to find a common ground. Watch the TED talk by Ken Robinson and then answer the following questions:             <ul style="list-style-type: none"> <li>○ What is the central idea of Ken Robinson’s talk?</li> <li>○ What evidence does he offer to support his central idea?</li> <li>○ Discuss how Robinson’s central idea connects to the concept/theme of “Finding Common Ground.”</li> </ul> </li> </ul>

- After reading the two speeches by President Lincoln and President Clinton, you and your partner are to create a multi-modal presentation analyzing the two speeches. Make sure to use textual evidence to support your claims and address the following in your presentations:
  - What was the purpose of each speech?
  - What was the theme or concept behind each speech?
  - How effective was each man in making his point?
  - What are the major differences/similarities between the speeches?
  - What struck you the most about each speech?
- Synthesizing ideas from the text(s) in this collection, consider the conflict and tension between individuals and society and prepare a multi-modal project to present on your ideas.
- Create a photo essay with an accompanying poem that depicts the theme of “Finding Common Ground.”
- Memory is a universal human experience that is shaped by individuals, community events and by culture. Create a multi-modal presentation that depicts how you have been shaped by your stories, memories and cultural heritage.

## STORY – ANCHOR TEXT ONE: “A QUILT OF A COUNTRY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i> <i>Informational Text:</i> RI.1, RI.4, RI.5, RI.6, RI.8</p> <p><i>Writing:</i> W.1, W.1a, W.1b</p> <p><i>Language:</i> L.1b, L.4b</p>	<p><b>Focus Comprehension Strategy:</b> Distinguish &amp; Evaluate Fact &amp; Opinion</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 3</p> <p><b>Close Read:</b> pgs. 3-7</p> <ul style="list-style-type: none"> <li>• Analyze and Evaluate Author’s Claim</li> <li>• Delineate and Evaluate an Argument</li> <li>• Analyze Use of Rhetoric</li> <li>• Determine the Meaning of Phrases</li> </ul> <p><b>Strategies for Annotation:</b> pg. 7</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> </ul> <p><b>Second Read:</b> pg. 7</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> <li>• Analyze and Evaluate Author’s Claim</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Understand Cultural References - pg. 4</p> <p><b>When Students Struggle:</b> Summarize - pg. 6</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Delineate &amp; Evaluate an Argument – Level Up Tutorial – Analyzing Arguments – pg. 10a</p> <p><b>Enrichment:</b> Write an Argument – pg. 10a</p>	<p><b>Analyzing the Text:</b> pg. 8</p> <p><b>Critical Vocabulary:</b> pg. 9</p> <p><b>Vocabulary Strategy:</b> Patterns of Word Changes – pg. 9</p> <p><b>Strategies for Annotation:</b> Patterns of Word Change - pg. 9</p> <p><b>Language &amp; Style:</b> Noun Clauses – pg. 10</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “Quilt of a Country”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze and evaluate an author’s claim and delineate and evaluate an argument.					
<b>Required Text</b>					
<b>Anchor Text:</b> A “Quilt of a Country” by Anna Quindlen – pg. 3					

## ANCHOR TEXT ONE: “A QUILT OF A COUNTRY” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.4, RI.5, RI.6, RI.8</p> <p><i>Writing:</i> W.1, W1a, W1.b</p> <p><i>Language:</i> L.1b, L4b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Quilt of a Country” and “Making the Future Better, Together”</p>	<p><b>Focus Comprehension Strategy:</b> Distinguish &amp; Evaluate Fact &amp; Opinion</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “Making the Future Better, Together” – by Ebo Patel pg. 10b (TE) / pg. 3 (Close Reader)</p> <p><b>Why This Text:</b> pg. 10b</p> <p><b>Close Read:</b> pgs. 10c</p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 10c – 10e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 10d – 10e</p> <p><b>Reread and Discuss:</b> pg. 10f</p>	<p><b>Close Reader:</b> “Making the Future Better, Together” – by Ebo Patel pg. 10b (TE) / pg. 3 (Close Reader)</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> pg. 10c</p> <p><b>Enrichment:</b> To Challenge Students - pg. 10f</p> <p><b>Enrichment:</b> Dig Deeper - pg. 10g</p> <p><b><u>Formative Assessments</u></b></p> <p><b>Short Response:</b> pg. 20h</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 8</p> <p><b>My WriteSmart Performance Task –</b> Write an Argument – pg. 8</p> <p><b>Selection Test - A Quilt of a Country</b></p>
<b>Required Learning Targets</b>					
The student will be able to analyze and evaluate an author’s claim and delineate and evaluate an argument.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “A Quilt of a Country” by Anna Quindlen – pg. 3</p> <p><b>Close Reader:</b> “Making the Future Better, Together” – by Ebo Patel pg. 10b (TE) / pg. 3 (Close Reader)</p>					

## STORY ANCHOR TEXT TWO: “ONCE UPON A TIME”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.4, RL.5, RL.6  <i>Writing:</i> W.3  <i>Language:</i> L.1b, L.3, L.4c</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 11</p> <p><b>Close Read:</b> pgs. 11-17</p> <ul style="list-style-type: none"> <li>• Support Inferences About Themes</li> <li>• Analyze Author’s Choices</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b> pg. 17</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices: Text Structure</li> </ul> <p><b>Second Read:</b> pg. 17</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices: Text Structure</li> <li>• Support Inferences About Theme</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Analyze Language - pg. 12</p> <p><b>When Students Struggle:</b> Understand the Theme - pg. 14 Vocabulary – pg. 19</p> <p><b>To Challenge Students:</b> Write from Author’s Perspective - pg. 16</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Support Inferences About Theme – Level Up Tutorials – Theme – pg. 20a</p> <p><b>Enrichment:</b> Write a Narrative - pg. 20a</p>	<p><b>Analyzing the Text:</b> pg. 18</p> <p><b>Critical Vocabulary:</b> pg. 19</p> <p><b>Vocabulary Strategy:</b> Words from Latin – pg. 19</p> <p><b>Language &amp; Style:</b> Prepositional Phrases – pg. 20</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs.</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “Once Upon a Time”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Targets</b>					
The student will be able to analyze author’s choices concerning text structure; determine and support inferences about the theme; and cite text evidence to support analysis of the text.					
<b>Required Text</b>					
<b>Anchor Text:</b> “Once Upon a Time” by Nadine Gordimer – pg. 11					

## ANCHOR TEXT TWO: “ONCE UPON A TIME” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL.2, RL.4, RL.5, RL.6  <i>Writing:</i> W.3  <i>Language:</i> L.1b, L.3, L.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Once Upon a Time” and “Night Calls”</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “Night Calls” by Lisa Fugard –pg. 20b (TE) / pg. 9 (Close Reader)</p> <p><b>Why This Text:</b> pg. 20b</p> <p><b>Strategies for Close Reading:</b> pg. 20c</p> <p><b>Read and Cite Text Evidence:</b> pgs. 20c – 20h</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 20d – 20g</p>	<p><b>Close Reader:</b> “Night Calls” by Lisa Fugard –pg. 20b (TE) / pg. 9 (Close Reader)</p> <p><b><u>Differentiated Instruction</u></b>  <b>Close Reader:</b> “Night Calls” by Lisa Fugard –pg. 20b (TE) / pg. 9 (Close Reader)</p> <p><b>To Challenge Students:</b>            Symbols - pg. 20h</p> <p><b>Enrichment – Dig Deeper –</b>            pg. 20i</p> <p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> pg. 20h</p> <p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 18</p> <p><b>My WriteSmart Performance Task –</b>            Speaking Activity: Fairy Tale – pg. 18</p> <p><b>Selection Test –</b> “Once Upon a Time”</p>
<b>Required Learning Targets</b>					
<p>The student will be able to analyze author’s choices concerning text structure; determine and support inferences about the theme; and cite text evidence to support analysis of the text.</p>					
<b>Required Texts</b>					
<p><b>Support Anchor Text:</b>            “Once Upon a Time” by Nadine Gordimer – pg. 11</p> <p><b>Close Reader:</b> “Night Calls” by Lisa Fugard – pg. 20b (TE) / pg. 9 (Close Reader)</p>					



## STORY – “RITUALS OF MEMORY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.4, RI.6</p> <p><i>Speaking &amp; Listening:</i> SL.1</p> <p><i>Language:</i> L.5b</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 21-24</p> <ul style="list-style-type: none"> <li>• Analyze Language</li> <li>• Determine Central Idea</li> </ul> <p><b>Strategies for Annotation:</b> pg. 24</p> <p>Determine Central Idea</p>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Analyze Language – pg. 21</p> <p><b>When Students Struggle:</b> Summarize Central Idea – pg. 23</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Determine Central Idea – Level Up Tutorials – Main Idea and Supporting Details – pg. 26a</p> <p><b>Enrichment:</b> Analyze Language: pg. 26a</p> <p><b>Enhancement – FYI: Tips for Reading Nonfiction –</b> Key Ideas and Details</p>	<p><b>Analyzing the Text:</b> pg. 25</p> <p><b>Critical Vocabulary:</b> pg. 26</p> <p><b>Vocabulary Strategy:</b> Denotations and Connotations – pg. 26</p> <p><b>Strategies for Annotation:</b> pg. 26</p> <p>Denotation and Connotation</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Selection Test</b> - “Rituals of Memory”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p>					
<p>The students will be able to determine a central idea and analyze its development over the course of a text.</p>					
<p><b>Required Text</b></p>					
<p><b>Text:</b> “Rituals of Memory” by Kimberly Blaeser – pg. 21</p>					

## ANCHOR TEXT TWO: “ONCE UPON A TIME” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.4, RI.6 <i>Speaking &amp; Listening:</i> SL.1 <i>Language:</i> L.5b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Rituals of Memory” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Finding Common Ground” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Analyze Language</li> <li>• Determine Central Idea</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Finding Common Ground” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on the Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Core Selection:</b> “Rituals of Memory”</p> <p><b>Analyzing the Text</b> – pg. 25</p> <p><b>Selection Test</b> - “Rituals of Memory”</p>
<b>Learning Target</b>					
<p>The students will be able to determine a central idea and analyze its development over the course of a text.</p>					
<b>Required Texts</b>					
<p><b>Support Text:</b> “Rituals of Memory” by Kimberly Blaeser – pg. 21</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

## STORY “THE GETTYSBURG ADDRESS”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.6, RI.9 <i>Speaking &amp; Listening:</i> SL.1d, SL.6 <i>Language:</i> L.4a</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>•Quick Writes</li> <li>•Pair/Trio Shares</li> <li>•Charting</li> <li>•Gallery Walks</li> <li>•Whole Group Discussions</li> <li>•Reader/Writer Notebooks</li> <li>•Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 27-29</p> <ul style="list-style-type: none"> <li>• Analyze Seminal U.S. Documents</li> <li>• Analyze Author’s Purpose and Rhetoric</li> </ul> <p><b>Strategies for Annotation:</b> pg. 29</p> <ul style="list-style-type: none"> <li>• Analyze Seminal U.S. Documents</li> </ul> <p><b>Second Read:</b> pg. 29</p> <ul style="list-style-type: none"> <li>• Analyze Seminal U.S. Documents</li> <li>• Analyze Author’s Purpose and Rhetoric</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 27</p> <p><b>When Students Struggle:</b> Summarize Central Idea - pg. 28</p> <p><b>To Challenge Students:</b> Present a Speech: pg. 32a</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Seminal U.S. Documents - Level Up Tutorials – Elements of an Argument – pg. 32a</p> <p><b>Enrichment:</b> Present a Speech – pg. 32a</p>	<p><b>Analyzing the Text:</b> pg. 30</p> <p><b>Critical Vocabulary:</b> pg. 31</p> <p><b>Vocabulary Strategy:</b> Multiple Meaning Words – pg. 31</p> <p><b>Language and Style:</b> Parallel Structure – pg. 32</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>•Quick Writes</li> <li>•Pair/Trio Shares</li> <li>•Charting</li> <li>•Gallery Walks</li> <li>•Whole Group Discussions</li> <li>•Reader/Writer Notebooks</li> <li>•Step Backs.</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “The Gettysburg Address”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The students will analyze an author’s purpose and the use of rhetorical devices in a seminal U.S. document.</p>					
<p><b>Required Text</b></p> <p><b>Text:</b> “The Gettysburg Address” by Abraham Lincoln – pg. 27</p>					

## **“THE GETTYSBURG ADDRESS” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.6, RI.9 <i>Speaking &amp; Listening:</i> SL.1d, SL.6 <i>Language:</i> L.4a</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Gettysburg Address” and “Oklahoma Bombing Memorial Address”</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “Oklahoma Bombing Memorial Address” by Bill Clinton – pg. 32b (TE) / pg. 19 (Close Reader)</p> <p><b>Why This Text:</b> pg. 32b</p> <p><b>Close Reading:</b> pg. 32c</p> <p><b>Read and Cite Text Evidence:</b> pgs. 32c – 32d</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 32d – 32e</p>	<p><b>Close Reader:</b> “Oklahoma Bombing Memorial Address” by Bill Clinton – pg. 32b (TE) / pg. 19 (Close Reader)</p> <p><b><u>Differentiated Instruction To Challenge Students:</u></b> pg. 32e</p> <p><b>Enrichment – Dig Deeper –</b> pg. 32e</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 32e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Supporting Students:</b> “The Gettysburg Address”</p> <p><b>Analyzing the Text:</b> pg. 30</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Presentation – pg. 30</p> <p><b>Selection Test –</b> “The Gettysburg Address”</p>
<b>Required Learning Target</b>					
<p>The students will analyze an author’s purpose and the use of rhetorical devices in a seminal U.S. document.</p>					
<b>Required Texts</b>					
<p><b>Support the Text:</b> “The Gettysburg Address” by Abraham Lincoln – pg. 27</p> <p><b>Close Reader:</b> “Oklahoma Bombing Memorial Address” by Bill Clinton – pg. 32b (TE) / pg. 19 (Close Reader)</p>					

## **STORY “THE VIETNAM WAR”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<i>Reading Literature:</i> RL.1, RL.2, RL.4, RL.5, RL.7	<b>Focus Comprehension Strategy:</b> Identify Main Idea & Supporting Details  <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<b>Close Read:</b> pgs. 33-35 <ul style="list-style-type: none"> <li>• Analyze Representations in Different Mediums</li> <li>• Determine a Central Idea</li> <li>• Analyze Language</li> <li>• Analyze Author’s Choices</li> </ul> <b>Strategies for Annotation:</b> pg. 36 <ul style="list-style-type: none"> <li>• Analyze Representations in Different Medium</li> </ul>	<b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Build Background - pg. 33  <b>When Students Struggle:</b> Applying Academic Vocabulary – pg. 35 Comprehension - pg. 35  <b><u>After Instruction</u></b> <b>Reteach:</b> Determine a Central Idea - Level Up Tutorials – Theme – pg. 36b  <b>Enrichment:</b> Analyze a Free-Verse Poem – pg. 36b	<b>Analyzing Text and Media:</b> pg. 36	<b><u>Instructional Strategies*</u></b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <b><u>Practice &amp; Apply</u></b> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <b>Selection Test</b> - “The Vietnam Wall”  * These are instructional strategies that can also be used as formative assessments.
Required Learning Target					
The student will be able to analyze the representation of a subject in two different mediums.					
Required Text & Media					
<b>Text:</b> “The Vietnam Wall” by Alberto Rios - pg. 34  <b>Media:</b> “Views of the Wall” – pg. 33					

## **“THE VIETNAM WAR” INTERVENTION**

Required Standards	Vocabulary	Strategies	Strategies for Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<i>Reading Literature:</i> RL.1, RL.2, RL.4, RL.5, RL.7	<b>Prior to the Core Selection and Close Reader / Additional Text</b>  <b>Vocabulary:</b> Front load the vocabulary for “The Vietnam Wall,” “Views of the Wall,” and “Elegy Written in a Country Churchyard”	<b>Focus Comprehension Strategy:</b> Identify Main Idea & Supporting Details  <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> </ul>	<b>Additional Text (Teacher Resources):</b> “Elegy Written in a Country Churchyard” by Thomas Gray  <b>Why This Text:</b> Explain why “Snow in the Suburbs” was selected.  <b>Close Read:</b> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> </ul>	<b>Additional Text (Teacher Resources):</b> “Elegy Written in a Country Churchyard” by Thomas Gray  <b><u>Differentiated Instruction</u></b> While teaching ““Snow in the Suburbs,” differentiate the instruction to meet the needs of your students.  <b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on	<b>Analyzing Text and Media:</b> pg. 36  <b>My WriteSmart Performance Task</b> – Media Activity: Reflection – pg. 36  <b>Selection Test</b> - “The Vietnam Wall”
Learning Targets					
The student will be able to analyze the representation of a subject in two different mediums.					
Required Texts & Media					
<b>Text:</b> “The Vietnam Wall” by Alberto Rios - pg. 33					

<p><b>Media:</b> “Views of the Wall” - pg. 33</p> <p><b>Additional Text (Teacher Resources):</b> “Elegy Written in a Country Churchyard” by Thomas Gray</p>		<ul style="list-style-type: none"> <li>• Step Backs</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Representations in Different Mediums</li> <li>• Determine a Central Idea</li> <li>• Analyze Language</li> <li>• Analyze Author’s Choices</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p>Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	
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## WEEK SIX

### ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK

**Summative Assessments:**

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write an Analytical Essay- pg. 41

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 9<sup>TH</sup> GRADE COLLECTIONS UNIT TWO: *THE STRUGGLE FOR FREEDOM*

## ENGLISH LANGUAGE ARTS PACING 2 GUIDE

<p><b>Unit’s Focus – <i>The Struggle for Freedom</i>:</b> From the American civil rights movement to the Middle East and Latin America, this collection explores the universal desire for freedom.</p>	<p><b>Unit’s Academic Vocabulary:</b> Decline, Enable, Impose, Integrate, Reveal</p>
<p><b>Essential Question:</b> Does one have independence without struggle?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit Two Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit Two Performance Task:</b> Write an Argument - pg. 97</li> </ul>

**Learning Goals for the Unit’s Pre & Post Assessments:**

*Reading Literary Text:*  
**RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

*Reading Informational Text:*  
**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  
**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  
**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  
**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

*Language:*  
**L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
a Use parallel structure.  
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  
**L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
b. Use a colon to introduce a list or quotation.  
**L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
b. Analyze nuances in the meaning of words with similar denotations.  
**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Note: See Additional Reading in the Honors section if you want to incorporate a novel within this unit.**

## Honors Collection Two

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 9<sup>th</sup> grade Honors English course covering the theme of “The Struggle for Freedom.”

Reading	Writing / Speaking
<p><b><u>Suggestions for Collections Two:</u></b></p> <ul style="list-style-type: none"> <li>• Assign students to read independently a novel aligned with the theme of “The Struggle for Freedom”</li> <li>• Assign FYI articles from Collection Two</li> <li>• Incorporate the “Additional Texts” from Collection Two (Teacher’s Resources from the Dashboard)</li> <li>• Supplement with additional poetry that fits the theme of “The Struggle for Freedom”</li> </ul> <p><b><u>Additional Reading:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Beat! Beat! Drums!</b>—Walt Whitman</li> </ul>	<p><b><u>Suggestions for Collections Two:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit</li> <li>• Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Two</li> <li>• Create a blog that students may discuss the text selections</li> <li>• Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback</li> <li>• When appropriate, students utilize MLA or APA in their writing</li> </ul> <p><b><u>Additional Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Write an essay that answers the following question: Does one have independence without struggle?</li> <li>• Some people argue that freedom is never given; it must be demanded. Do you agree with this belief? Reference three texts from the unit, identify how the writer addresses the struggle for freedom, and cite evidence from all three texts to support claim.</li> <li>• Consider the struggle around the world to win political, social, and sometimes even personal freedom. Do you agree or disagree with the belief that freedom is never given, that it must be demanded? Citing texts from the collection, write an argument supporting your claim.</li> <li>• Write an essay that answers the following question: What is the cost for freedom and is it worth the price?</li> <li>• Research and write a compare and contrast essay that focuses on the universal desire for freedom from various countries and cultures. For instance, you might focus on the American Civil Rights movement as compared to the Middle East, Latin America or Egypt.</li> <li>• Research and write an informative essay concerning the oppression and lack of equal rights of women from various countries/cultures.</li> </ul>



## STORY – ANCHOR TEXT ONE: “I HAVE A DREAM”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i>  <i>Informational Text:</i>                      RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.9  <i>Writing:</i> W.2  <i>Language:</i> L.1a</p>	<p><b>Focus Comprehension</b>  <b>Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b>                      pg. 47</p> <p><b>Close Read:</b> pgs. 47 - 52;</p> <ul style="list-style-type: none"> <li>• Analyze Accounts in Different Mediums</li> <li>• Analyze Seminal U.S. Documents</li> <li>• Analyze Author’s Use of Rhetoric</li> </ul> <p><b>Strategies for Annotation:</b> pg. 52</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Use of Rhetoric</li> </ul> <p><b>Second Read:</b> pg. 52</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Use of Rhetoric</li> <li>• Analyze Seminal U.S. Documents</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b>                      Analyzing Figurative Language - pg. 48                      Develop Reading Fluency - pg. 51</p> <p><b>When Students Struggle:</b>                      Reread - pg. 49</p> <p><b>To Challenge Students –</b>                      Evaluate Effects of a Speech - pg. 54</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b>                      Analyze Seminal U.S. Documents – 54a                      – Level Up Tutorial – Primary and Secondary Sources – pg. 54a</p> <p><b>Enrichment:</b> Analyze Language – pg. 54a</p>	<p><b>Analyzing the Text:</b> pg. 53</p> <p><b>Critical Vocabulary:</b> pg. 54</p> <p><b>Language &amp; Style:</b>                      Repetition and Parallelism – pg. 54</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “I Have a Dream”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze a seminal U.S. document and the impact of its rhetoric.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b>                      “I Have a Dream” by Martin Luther King Jr. – pg. 47</p>					

## ANCHOR TEXT ONE: “I HAVE A DREAM” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.9</p> <p><i>Writing:</i> W.2</p> <p><i>Language:</i> L.1a</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “I Have a Dream” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Struggle for Freedom” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Analyze Accounts in Different Mediums</li> <li>• Analyze Seminal U.S. Documents</li> <li>• Analyze Author’s Use of Rhetoric</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Struggle for Freedom” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 53</p> <p><b>My WriteSmart Performance Task –</b> Write Activity: Analysis - pg.53</p> <p><b>Selection Test –</b> “I Have a Dream”</p>
<b>Required Learning Target</b>					
The student will be able to analyze a seminal U.S. document and the impact of its rhetoric.					
<b>Required Texts</b>					
<p><b>Anchor Text:</b> “I Have a Dream” by Martin Luther King Jr.- pg. 47</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using an FYI Selection.</p>					

**STORY – ANCHOR TEXT TWO: FROM “NOBODY TURN ME AROUND:  
HISTORY OF THE 1963 MARCH ON WASHINGTON” &  
MEDIA: AMERICA THE STORY OF US: MARCH ON WASHINGTON**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7 <i>Writing:</i> W.3 W.3d <i>Language:</i> L.4c</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 55</p> <p><b>Close Read:</b> pgs. 55 - 68</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Analyze Impact of Word Choice</li> <li>• Determine Point of View</li> <li>• Analyze Accounts in Different Mediums</li> </ul> <p><b>Strategies for Annotation:</b> pg. 69</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> </ul> <p><b>Second Read:</b> pg. 69</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Print Cues - pg. 56 Language: Modifiers - pg. 59 Vocabulary - Affixes - pg. 62 Language: Pronoun Referents - pg. 65 Comprehension Support pg. 71</p> <p><b>When Students Struggle:</b> Topic Sentence - pg. 58 Political Vocabulary – pg. 61 Reread and discuss – pg.63</p> <p><b>Applying Academic Vocabulary</b> – pg. 60</p> <p><b>To Challenge Students:</b> Evaluate the Selection – pg. 64</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Ideas and Events – pg. 72a – Level Up Tutorial: Point-by-Point Organization – pg. 72a</p> <p><b>Enrichment:</b> Write a Narrative – pg. 72a</p>	<p><b>Analyzing the Text:</b> pg. 69</p> <p><b>Critical Vocabulary:</b> pg. 70</p> <p><b>Vocabulary Strategy:</b> Words from Greek and Latin - pg. 70</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Selection Test</b> -“ Nobody Turn Me Around: A History of the 1963 March on Washington”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to analyze connections between ideas and events and analyze accounts in different mediums.</p>					
<p><b>Required Text/ Media</b></p>					
<p><b>Anchor Text:</b> “ Nobody Turn Me Around: A History of the 1963 March on Washington” by Charles Euchner – pg. 55</p> <p><b>Media:</b> “America The Story of Us: March on Washington”</p>					

**ANCHOR TEXT TWO: FROM “NOBODY TURN ME AROUND:  
HISTORY OF THE 1963 MARCH ON WASHINGTON” &  
MEDIA: AMERICA THE STORY OF US: MARCH ON WASHINGTON INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7 <i>Writing:</i> W.2, W.3d <i>Language:</i> L.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Nobody Turn Me Around: A History of the 1963 March on Washington” and “A Eulogy for Dr. Martin Luther King Jr.”</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “A Eulogy for Dr. Martin Luther King Jr.” by Robert F. Kennedy - pg. 72b (TE) / pg. 25 (Close Reader)</p> <p><b>Why This Text:</b> pg. 72b</p> <p><b>Background As You Read:</b> pg. 72b</p> <p><b>Close Read:</b> pgs. 72c</p> <ul style="list-style-type: none"> <li>• Analyze Rhetorical Devices</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 72c – 72d</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 72d</p> <p><b>Reread and Discuss:</b> pg. 72e</p>	<p><b>Close Reader:</b> “A Eulogy for Dr. Martin Luther King Jr.” by Robert F. Kennedy - pg. 72b (TE) / pg. 25 (Close Reader)</p> <p><b><u>Differentiated Instruction When Students Struggle</u></b> - pg. 72c</p> <p><b>To Challenge Students</b> - pg. 72e</p> <p><b>Dig Deeper</b> - pg. 72e</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 72e</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text and Media:</b> pg. 72</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Account – pg. 72</p> <p><b>Selection Test</b> - an excerpt from “Nobody Turn Me Around: A History of the 1963 March on Washington”</p>
Required Learning Target					
<p>The student will be able to analyze connections between ideas and events and analyze accounts in different mediums.</p>					
Required Texts					
<p><b>Support Anchor Text:</b> “ Nobody Turn Me Around: A History of the 1963 March on Washington” by Charles Euchner – pg. 55</p> <p><b>Close Reader:</b> “A Eulogy for Dr. Martin Luther King Jr.” by Robert F. Kennedy - pg. 72b (TE) / pg. 25(Close Reader)</p>					

## STORY – FROM “CAIRO: MY CITY, OUR REVOLUTION”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.3, RI.4 <i>Writing:</i> W.2b, W.2e, W.5, W.7, W.8 <i>Speaking &amp; Listening:</i> SL.4 <i>Language:</i> L.1b, L.4c, L.4d, L.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 73 - 77</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Analyze Impact of Word Choice</li> <li>• Analyze Impact of Word Choice on Tone</li> </ul> <p><b>Strategies for Annotation:</b> pg. 77</p> <ul style="list-style-type: none"> <li>• Analyze the Impact of Word Choice on Tone</li> </ul> <p><b>Second Read:</b> pg. 77</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Analyze Impact of Word Choice on Tone</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Organizational Patterns: Time Sequence - pg. 73</p> <p><b>When Students Struggle:</b> Impact of Words - pg. 75</p> <p><b>To Challenge Students:</b> Discussion - pg. 76</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Ideas and Events – Level Up Tutorial – Chronological Order- pg. 80a</p> <p><b>Enrichment:</b> Conduct Research on the Web – pg. 80a</p>	<p><b>Analyzing the Text:</b> pg. 78</p> <p><b>Critical Vocabulary:</b> pg. 79</p> <p><b>Vocabulary Strategy:</b> Reference Sources - pg. 79</p> <p><b>Strategies for Annotation:</b> Reference Sources – pg. 79</p> <p><b>Language and Style:</b> Noun Phrases – pg. 80</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - from “Cairo: My City, Our Revolution”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to analyze how an author unfolds events in a diary and analyze the impact of word choice on tone.</p>					
<p><b>Required Text</b></p>					
<p><b>Text:</b> from “Cairo: My City, Our Revolution” by Ahdaf Soueif - pg. 73</p>					

## FROM “CAIRO: MY CITY, OUR REVOLUTION” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.3, RI.4  <i>Writing:</i> W.2b, W.2e, W.5, W.7, W.8  <i>Speaking &amp; Listening:</i> SL.4  <i>Language:</i> L.1b, L.4c, L.4d, L.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary from “Cairo: My City, Our Revolution” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Struggle for Freedom” collection that support the Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Analyze Ideas and Events</li> <li>• Analyze Impact of Word Choice</li> <li>• Analyze Impact of Word Choice on Tone</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Struggle for Freedom” collection that support the below Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on the Ohio Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 78</p> <p><b>My WriteSmart Performance Task</b> Research Activity: Oral Report - pg.78</p> <p><b>Selection Test</b> - from “Cairo: My City, Our Revolution”</p>
<b>Required Learning Target</b>					
The student will be able to analyze how an author unfolds events in a diary and analyze the impact of word choice on tone.					
<b>Required Texts</b>					
<p><b>Support Text:</b> from “Cairo: My City, Our Revolution” by Ahdaf Soueif - pg. 73</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

**STORY – FROM “READING LOLITA TEHRAN” &  
FROM “PERSEPOLIS 2: THE STORY OF A RETURN”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.6, RI.7 <i>Writing:</i> W.3, W.6 <i>Language:</i> L.3, L.4, L.5b</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Point of View</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 81 - 85</p> <ul style="list-style-type: none"> <li>• Determine Author’s Purpose</li> <li>• Analyze Accounts in Different Mediums</li> <li>• Determine Author’s Point of View</li> <li>• Language and Style: Rhetorical Questions</li> </ul> <p><b>Strategies for Annotation:</b> pg. 85</p> <ul style="list-style-type: none"> <li>• Determine Author’s Point of View</li> </ul> <p><b>Second Read:</b> pg. 85</p> <ul style="list-style-type: none"> <li>• Determine Author’s Point of View</li> <li>• Analyze Accounts in Different Mediums</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Context Clues – pg. 81 Language: Verb Tenses – pg. 82</p> <p><b>When Students Struggle:</b> Venn Diagram – pg. 84</p> <p><b>To Challenge Students:</b> Analyze Nuance – pg. 87</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Point of View – pg. 88a</p> <p><b>Enrichment:</b> Applying Academic Vocabulary – pg. 83 Synthesize Information – pg. 88a</p>	<p><b>Analyzing the Text and Media:</b> pg. 86</p> <p><b>Critical Vocabulary:</b> pg. 87</p> <p><b>Vocabulary Strategy:</b> Denotations and Connotations – pg. 87</p> <p><b>To Challenge Students:</b> Analyze Nuance – pg. 87</p> <p><b>Language and Style:</b> Rhetorical Questions – pg. 88</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - <i>from Reading Lolita in Tehran by Azar Nafisi and from Persepolis 2: The Story of a Return</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to determine author’s point of view and analyze accounts in different mediums					
<b>Required Texts</b>					
<p><b>Memoir:</b> <i>from Reading Lolita in Tehran</i> by Azar Nafisi – pg. 81</p> <p><b>Graphic Novel:</b> <i>from Persepolis 2: The Story of a Return</i> by Marjane Satrapi – pg. 84</p>					



**FROM “READING LOLITA TEHRAN” &  
FROM “PERSEPOLIS 2:THE STORY OF A RETURN” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.6, RI.7 <i>Writing:</i> W.3, W.6 <i>Language:</i> L.3, L.4, L.5b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary <i>from</i> “Reading Lolita in Tehran,” and <i>from</i> “Persepolis 2: The Story of a Return” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Point of View</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Struggle for Freedom” collection that support the Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Determine Author’s Purpose</li> <li>• Analyze Accounts in Different Mediums</li> <li>• Determine Author’s Point of View</li> <li>• Language and Style: Rhetorical Questions</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Struggle for Freedom” collection that support the below Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessment</u></b> <b>Short Response:</b> Create a short response based on the Ohio Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 86</p> <p><b>My WriteSmart Performance Task –</b> Media Activity: Graphic Novel – pg. 86</p> <p><b>Selection Test -</b> <i>from Reading Lolita in Tehran by Azar Nafisi</i> and <i>from Persepolis 2: The Story of a Return</i></p>
Required Learning Target					
<p>The student will be able to determine author’s point of view and analyze accounts in different mediums</p>					
Required Texts					
<p><b>Memoir:</b> <i>from Reading Lolita in Tehran</i> by Azar Nafisi – pg. 81</p> <p><b>Graphic Novel:</b> <i>from Persepolis 2: The Story of a Return</i> by Marjane Satrapi – pg. 84</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					



## STORY – “THE CENSORS”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 <i>Writing:</i> W.3, W9 <i>Language:</i> L.1, L.2a-b, L.4b</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Story Elements</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 89 – 93</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices</li> <li>• Analyze Point of View: Cultural Background</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b> pg. 93</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices</li> </ul> <p><b>Second Read:</b> pg.</p> <ul style="list-style-type: none"> <li>• Analyze Point of View: Cultural Background</li> <li>• Analyze Author’s Choice</li> </ul>	<p><b><i>During Instruction</i></b></p> <p><b>Scaffolding for ELL Students:</b> Vocabulary: Idioms - pg. 89</p> <p><b>When Students Struggle:</b> Comprehension – pg. 90</p> <p><b>To Challenge Students:</b> Draw Conclusion – pg. 92</p> <p><b><i>After Instruction</i></b></p> <p><b>Reteach:</b> Analyze Author’s Choices: Irony – pg. 96a</p> <p><b>Enrichment:</b> Analyze Point of View: Cultural Background – pg. 96a</p>	<p><b>Analyzing the Text:</b> pg. 94</p> <p><b>Critical Vocabulary:</b> pg. 95</p> <p><b>Vocabulary Strategy:</b> Suffixes That Form Nouns – pg. 95</p> <p><b>Strategies for Annotation:</b> pg. 95</p> <ul style="list-style-type: none"> <li>• Suffixes That Form Nouns</li> </ul> <p><b>Language &amp; Style:</b> Colon and Semicolons – pg. 96</p>	<p><b><i>Instructional Strategies*</i></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><i>Practice &amp; Apply</i></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “The Censor”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to analyze an author’s point of view and cultural background and also analyze an author’s choices about style and structure.</p>					
<p><b>Required Text</b></p> <p><b>Text:</b> “The Censor” by Luisa Valenzuela – pg. 89</p>					

## “THE CENSORS” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 <i>Writing:</i> W.3, W.9 <i>Language:</i> L.1, L.2a-b, L.4b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Censor” and “The Prisoner Who Wore Glasses”</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Story Elements</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> </ul>	<p><b>Close Reader:</b> “The Prisoner Who Wore Glasses” – pg. 96b (TE) / pg. 29 (Close Reader)</p> <p><b>Why This Text:</b> pg. 96b</p> <p><b>Close Read:</b> pgs. 96c</p> <ul style="list-style-type: none"> <li>• Analyze Point of View: Cultural Background</li> </ul>	<p><b>Close Reader:</b> “The Prisoner Who Wore Glasses” – pg. 96b (TE) / pg. 29 (Close Reader)</p> <p><b><i>Differentiated Instruction</i></b></p> <p><b>When Students Struggle:</b> Cite Text Evidence - pg. 96c</p> <p><b>To Challenge Students:</b> pg. 96g</p>	<p><b>Analyzing the Text:</b> pg. 94</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Letter – pg. 94</p> <p><b>Selection Test</b> - “The Censor”</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to analyze an author’s point of view and cultural background and also analyze</p>					

<p>an author’s choices about style and structure.</p>		<ul style="list-style-type: none"> <li>• Step Backs</li> </ul>	<p><b>Read and Cite Text</b>  <b>Evidence:</b> pgs. 96c – 96d</p>	<p><b>Dig Deeper:</b> pg. 96g  <u>Formative Assessments</u>  <b>Short Response:</b> pg. 96g</p>	
<p style="text-align: center;"><b>Required Texts</b></p>			<p><b>Reread and Cite Text</b>  <b>Evidence:</b> pgs. 96d – 96f</p>	<p><b>Instructional Strategies*</b></p>	
<p><b>Support Text:</b> “The Censor” by Luisa Valenzuela – pg. 89</p> <p><b>Close Reader:</b> “The Prisoner Who Wore Glasses” – pg. 96b (TE) / pg. 29 (Close Reader)</p>			<p><b>Reread and Discuss:</b>  pg. 96g</p>	<ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	

## WEEK SIX

<p style="text-align: center;"><b>CORE &amp; HONORS ENGLISH AND READING &amp; WRITING INTERVENTION – UNIT TEST &amp; UNIT PERFORMANCE TASK</b></p>	
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit Two Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit Two Performance Task:</b> Write an Argument - pg. 97</li> </ul>	
<p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>• The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.</li> <li>• The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.</li> </ul>	
<p style="text-align: right;"><b>Additional selections and resources can be found at <a href="http://my.hrw.com">http://my.hrw.com</a></b></p>	

## 9<sup>TH</sup> GRADE COLLECTIONS UNIT THREE: *THE BONDS BETWEEN US*

### ENGLISH LANGUAGE ARTS PACING 3 GUIDE

<p><b>Unit’s Focus – <i>The Bonds Between Us</i>:</b> In this collection, you will explore what links us to family, friends, pets, and community.</p>	<p><b>Unit’s Academic Vocabulary:</b> Capacity, Confer, Emerge, Generate, Trace</p>
<p><b>Essential Question:</b>  <span style="color: #0070c0;">In order to be a functioning member of society, can an individual be truly independent?</span></p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Collection Unit Three Assessment:</b> Summative Assessment</li> <li><b>Collection Unit Three Performance Task:</b> Write a Fictional Narrative – pg. 153</li> </ul>
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literature:</i></p> <p><b>RL.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><i>Reading Informational Text</i></p> <p><b>RI.9-10.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.9-10.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.9-10.5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RI.9-10.6:</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><i>Language</i></p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	

**Note: See Additional Readings in the Honors section if you want to incorporate a novel within this unit.**

## Honors Collection Three

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 9<sup>th</sup> grade Honors English course covering the theme of “The Bonds Between Us.”

Reading	Writing / Speaking
<p><b><u>Suggestions for Collections Three:</u></b></p> <ul style="list-style-type: none"> <li>• Assign students to read independently a novel aligned with the theme of “The Bonds Between Us”</li> <li>• Assign FYI articles from Collection Three</li> <li>• Incorporate the “Additional Texts” from Collection Three (Teacher’s Resources from the Dashboard)</li> <li>• Supplement with additional poetry that fits the theme of “The Bonds Between Us”</li> </ul> <p><b><u>Additional Readings:</u></b></p> <ul style="list-style-type: none"> <li>• <b>The Gift of the Magi</b> –O. Henry</li> <li>• <b>To My Dear and Loving Husband</b>—Anne Bradstreet</li> <li>• <b>Sonnet 18</b>—William Shakespeare</li> <li>• <b>Sonnet 29</b>—William Shakespeare</li> <li>• <b>On My First Son</b>—Ben Jonson</li> <li>• <b>Song: To Celia</b>—Ben Jonson</li> <li>• <b>Sonnet 43</b>—Elizabeth Barrett Browning</li> <li>• <b>Porphyria's Lover</b>—Robert Browning</li> </ul>	<p><b><u>Suggestions for Collections Two:</u></b></p> <ul style="list-style-type: none"> <li>• Assign the Unit’s Performance Task A:</li> <li>• Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit</li> <li>• Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Three</li> <li>• Create a blog that students may discuss the text selections</li> <li>• Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback</li> <li>• When appropriate, students utilize MLA or APA in their writing</li> </ul> <p><b><u>Additional Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Write an essay that answers the following question: In order to be a functioning member of society, can an individual be truly independent?</li> <li>• Consider your connections to family, friends, pets and community. Examine the texts and determine how narrative techniques are used to explore interpersonal connections and then create and write a fictional narrative.</li> <li>• Write an essay that answers the following question: How does language build and strengthen relationships?</li> <li>• Write an essay that answers the following question: How is our bond with family, friends and community constructed through and by language?</li> </ul> <p><b><u>Additional Project Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Consider the various connections explored in the texts. Synthesize your ideas by collaborating on and creating a multi-modal presentation about the bonds people form with others.</li> <li>• While working in groups, create a multi-modal presentation that depicts the significance and value of helping others.</li> <li>• Create a Public Service Announcement to raise awareness for a cause.</li> </ul>

## STORY – ANCHOR TEXT ONE: “WHEN MR. PIRZADA CAME TO DINE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5</p> <p><i>Writing:</i> W.3</p> <p><i>Language:</i> L.1b, L.4b</p>	<p><b>Focused Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 103</p> <p><b>Close Read:</b> pgs. 103 - 119</p> <ul style="list-style-type: none"> <li>• Analyze Character and Theme</li> <li>• Support Inferences About Theme</li> <li>• Analyze Symbols</li> <li>• Analyze Author’s Choices: Foreshadowing</li> <li>• Analyze Character</li> <li>• Analyze Word Choices: Repetition</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 111, 114, 119 &amp; 121</p> <ul style="list-style-type: none"> <li>• Analyze Character</li> <li>• Analyze Character and Theme</li> <li>• Patterns of Word Changes</li> </ul> <p><b>Second Read:</b> pg. 119</p> <ul style="list-style-type: none"> <li>• Support Inferences About Theme</li> </ul> <p>Analyze Character and Theme</p>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Language: Verb Tense – pg. 104 Comprehension: Read Aloud – pg. 108 Culture: American Customs – pg. 116</p> <p><b>When Students Struggle:</b> References - pg. 105 Analyze Characters - pg. 106 Character - pg. 113 Comprehension - pg. 115</p> <p><b>To Challenge Students:</b> Write to Convey Mood – pg. 117</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Analyze Character and Theme - Level Up Tutorial – Character Traits – pg. 122a</p> <p><b>Enrichment:</b> Support Inferences About a Theme – pg. 122</p>	<p><b>Analyzing the Text:</b> pg. 120</p> <p><b>Critical Vocabulary:</b> pg. 121</p> <p><b>Vocabulary Strategy:</b> Patterns of Word Changes – pg. 121</p> <p><b>Strategies for Annotation:</b> Patterns of Word Changes – pg. 121</p> <p><b>Language &amp; Style:</b> Adverbial Clauses – pg. 122</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p>Language and Style</p> <p><b>Selection Test</b> - “When Mr. Pirzada Came to Dine”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to cite textual evidence to analyze character and theme in a short story and to support inferences about themes.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri – pg. 103</p>					

## ANCHOR TEXT ONE: “WHEN MR. PIRZADA CAME TO DINE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.3 <i>Language:</i> L.1b, L.4b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “What, of This Goldfish, Would You Wish?” and “The Wife’s Story”</p>	<p><b>Focused Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “And of Clay Are We Created” by Isabel Allende – pg. 122b (TE) 38 / (Close Reader)</p> <p><b>Background &amp; As You Read:</b> pg. 122b</p> <p><b>Strategies for Close Reading:</b> pg. 122c</p> <ul style="list-style-type: none"> <li>• Supporting Inferences About Theme</li> </ul> <p><b>Read &amp; Reread – Cite Text Evidence:</b> pg. 122c – 122i</p> <p><b>Reread &amp; Discuss Using Text Evidence:</b> pg. 122j</p>	<p><b>Close Reader:</b> “And of Clay Are We Created” by Isabel Allende – pg. 122b (TE) 38 / (Close Reader)</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Cite Text Evidence: pg. 112c</p> <p><b>For ELL Students:</b> pg. 112f</p> <p><b>To Challenge Students:</b> pg. 122j</p> <p><b>Dig Deeper:</b> pg. 122k</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 122j</p> <ul style="list-style-type: none"> <li>• Cite Text Evidence</li> </ul> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 120</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Letters</p> <p><b>Selection Test</b> - “When Mr. Pirzada Came to Dine”</p>
Required Learning Target					
<p>The student will be able to cite textual evidence to analyze character and theme in a short story and to support inferences about themes.</p>					
Required Texts					
<p><b>Anchor Text:</b> “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri – pg. 103</p> <p><b>Close Reader:</b> “And of Clay Are We Created” by Isabel Allende – pg. 122b (TE) 38 / (Close Reader)</p>					

## STORY – ANCHOR TEXT TWO: “MONKEY SEE, MONKEY DO, MONKEY CONNECT”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.4, RI.5, RI.8 <i>Speaking &amp; Listening:</i> SL.1d, SL.3 <i>Language:</i> L.2b, L.4c</p>	<p><b>Focused Comprehension Strategy:</b> Analyze the Meaning of Words</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 123</p> <p><b>Close Read:</b> pgs. 123 - 129</p> <ul style="list-style-type: none"> <li>• Determine Technical Meanings</li> <li>• Analyze and Evaluate Author’s Claims</li> <li>• Determine Meaning</li> <li>• Analyze Impact of Word Choice of Tone</li> </ul> <p><b>Strategies for Annotation:</b> pg. 129</p> <ul style="list-style-type: none"> <li>• Analyze and Evaluate Author’s Claims</li> </ul> <p><b>Second Read:</b> pg. 129</p> <ul style="list-style-type: none"> <li>• Analyze and Evaluate Author’s Claims</li> <li>• Determine Technical Meanings</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Suffixes – pg. 124</p> <p><b>When Students Struggle:</b> Understanding Reasons &amp; Evidence – pg. 126</p> <p><b>To Challenge Students:</b> Hold a Discussion – pg. 127</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze and Evaluate Author’s Claims – Level Up Tutorials – Evidence – pg. 132a</p> <p><b>Enrichment:</b> Respond to Diverse Perspectives – pg. 132a</p>	<p><b>Analyzing the Text:</b> pg. 130</p> <p><b>Critical Vocabulary:</b> pg. 131</p> <p><b>Vocabulary Strategy:</b> Words from Greek – pg. 131</p> <p><b>Strategies for Annotation:</b> pg. 131</p> <ul style="list-style-type: none"> <li>• Words from Greek</li> </ul> <p><b>Language &amp; Style:</b> Colons – pg. 132</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “Monkey See, Monkey Do, Monkey Connect”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to delineate and evaluate an author’s claims and determine the technical meanings of words used in the text.</p>					
Required Text					
<p><b>Anchor Text:</b> “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal – pg. 123</p>					

## ANCHOR TEXT TWO: “MONKEY SEE, MONKEY DO, MONKEY CONNECT” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.4, RI.5, RI.8 <i>Speaking &amp; Listening:</i> SL.1d, SL.3 <i>Language:</i> L.2b, L.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “What, of This Goldfish, Would You</p>	<p><b>Focused Comprehension Strategy:</b> Analyze the Meaning of Words</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> </ul>	<p><b>Close Reader:</b> “from Animals in Translation” by Isabel Allende – pg. 132 (TE) / pg. 53 (Close Reader)</p> <p><b>Why This Text:</b> pg. 132b</p>	<p><b>Close Reader:</b> “from Animals in Translation” by Isabel Allende – pg. 132 (TE) / pg. 53 (Close Reader)</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Claims - pg. 132c</p>	<p><b>Analyzing the Text:</b> pg. 130</p> <p><b>My WriteSmart Performance Task</b> – Speaking Activity: Debate – pg. 130</p>
Required Learning Target					



<p>The student will be able to delineate and evaluate an author’s claims and determine the technical meanings of words used in the text.</p>	<p>Wish?” and “The Wife’s Story”</p>	<ul style="list-style-type: none"> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Background &amp; As You Read:</b> pg. 132b</p> <p><b>Strategies for Close Reading:</b> pg. 132c</p> <ul style="list-style-type: none"> <li>• Analyze an Author’s Claims</li> </ul>	<p><b>For ELL Students:</b> Prefix – pg. 132c</p> <p><b>To Challenge Students:</b> pg. 132e</p> <p><b>Dig Deeper:</b> pg. 132e</p>	<p><b>Selection Test</b> - “Monkey See, Monkey Do, Monkey Connect”</p>
<p><b>Required Texts</b></p>					
<p><b>Anchor Text:</b> “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal – pg. 123</p> <p><b>Close Reader:</b> from “Animals in Translation” by Isabel Allende – pg. 132 (TE) / pg. 53 (Close Reader)</p>			<p><b>Read &amp; Reread – Cite Text Evidence:</b> pgs. 132c – 132e</p> <p><b>Reread &amp; Discuss Using Text Evidence:</b> pg. 132d</p>	<p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 132e</p> <ul style="list-style-type: none"> <li>• Cite Text Evidence</li> </ul> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	



## **STORY – “THE GRASSHOPPER AND THE BELL CRICKET”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2 <i>Reading Informational Text:</i> RI. 4, RI.6 <i>Writing:</i> W.3, W.3d <i>Language:</i> L.1b, L.4a, L.4d</p>	<p><b>Focused Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 133 - 137</p> <ul style="list-style-type: none"> <li>• Analyze Point of View: Cultural Background</li> <li>• Analyze Impact of Word Choice: Tone</li> <li>• Support Inferences</li> <li>• Determine Meaning</li> </ul> <p><b>Strategies for Annotation:</b> pg. 137</p> <ul style="list-style-type: none"> <li>• Analyze Impact of Word Choice: Tone</li> </ul> <p><b>Second Read:</b> pg. 137</p> <ul style="list-style-type: none"> <li>• Analyze Point of View: Cultural Background</li> <li>• Analyze Impact of Word Choice: Tone</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Understand Participles – pg. 133</p> <p><b>When Students Struggle:</b> Inferences – pg. 135</p> <p><b>To Challenge Students:</b> pg. 136</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Impact of Word Choice: Tone – Level Up Tutorials – Tone – pg. 140a</p> <p><b>Enrichment:</b> Write a Narrative – pg. 140a</p>	<p><b>Analyzing the Text:</b> pg. 138</p> <p><b>Critical Vocabulary:</b> pg. 139</p> <p><b>Vocabulary Strategy: Context Clues:</b> pg. 139</p> <p><b>Strategies for Annotation:</b> pg. 139</p> <ul style="list-style-type: none"> <li>• Use Context Clues</li> </ul> <p><b>Language &amp; Style: Using Verb Phrases –</b> pg. 140</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “The Grasshopper and the Bell Cricket”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to analyze an author’s point of view and cultural background and also analyze the impact of word choice on tone.</p>					
Required Text					
<p><b>Text:</b> “The Grasshopper and the Bell Cricket” by Yasunari Kawabata - pg. 133</p>					

## **“THE GRASSHOPPER AND THE BELL CRICKET” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI. 4, RI.6 <i>Writing:</i> W.3, W.3d <i>Language:</i> L.1b, L.4a, L.4d</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Grasshopper and the Bell Cricket” and the FYI selection</p>	<p><b>Focused Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Bonds Between Us” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Analyze Impact of Word Choice: Tone</li> <li>• Support Inferences</li> <li>• Determine Meaning</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Bonds Between Us” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessment</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 138</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Journal Entry or Letter – pg. 138</p> <p><b>Selection Test -</b> “The Grasshopper and the Bell Cricket”</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to analyze an author’s point of view and cultural background and also analyze the impact of word choice on tone.</p>					
<p><b>Required Texts</b></p>					
<p><b>Text:</b> “The Grasshopper and the Bell Cricket” by Yasunari Kawabata - pg. 133</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

## STORY – “WITH FRIENDS LIKE THESE...”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.3, RI.4 <i>Speaking &amp; Listening:</i> SL.1 <i>Language:</i> L.1b, L.4b</p>	<p><b>Focused Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 141 - 144</p> <ul style="list-style-type: none"> <li>• Analyze Impact of Word Choice on Tone</li> <li>• Analyze Ideas</li> <li>• Analyze Language</li> </ul> <p><b>Second Read:</b> pg. 144</p> <ul style="list-style-type: none"> <li>• Analyze Ideas</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Vocabulary: Phrasal Verbs and Idioms – pg. 141</p> <p><b>When Students Struggle:</b> Central Ideas – pg. 143</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Ideas – Level Up Tutorials – Reading for Details – pg. 146a</p> <p><b>Enrichment:</b> Determine Technical Meanings – pg. 146a</p>	<p><b>Analyzing the Text:</b> pg. 144</p> <p><b>Critical Vocabulary:</b> pg. 145</p> <p><b>Vocabulary Strategy:</b> Patterns of Word Changes – pg. 145</p> <p><b>Strategies for Annotation:</b> pg. 145</p> <ul style="list-style-type: none"> <li>• Patterns of Word Change</li> </ul> <p><b>Language &amp; Style:</b> Adjective and Adverb Phrases – pg. 146</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p>Language and Style</p> <p><b>Selection Test</b> - “With Friends Like These..”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to analyze how an author unfolds a series of ideas in an informational text.</p>					
<p><b>Required Text</b></p>					
<p><b>Text:</b> “With Friends Like These..” by Dorothy Rowe – pg. 141</p>					

## “WITH FRIENDS LIKE THESE...” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.3, RI.4 <i>Speaking &amp; Listening:</i> SL.1 <i>Language:</i> L.1b, L.4b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Grasshopper and the Bell Cricket” and the FYI selection</p>	<p><b>Focused Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Bonds Between Us” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Bonds Between Us” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p>	<p><b>Analyzing the Text:</b> pg. 144</p> <p><b>My WriteSmart Performance Task</b> – Speaking Activity: Discussion – pg. 144</p> <p><b>Selection Test</b> - “With Friends Like These..”</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to analyze how an author unfolds a series of ideas in an informational text.</p>					

Required Texts					
<p><b>Text:</b> “With Friends Like These…” by Dorothy Rowe – pg. 141</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>		<ul style="list-style-type: none"> <li>• Step Backs</li> </ul>	<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Analyze Impact of Word Choice on Tone</li> <li>• Analyze Ideas</li> <li>• Analyze Language</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	

## STORY – “AT DUSK”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<i>Reading Literary Text:</i> RL.1, RL. 4 <i>Language:</i> L.5a	<b>Focused Comprehension Strategy:</b> Interpret Figurative Language  <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<b>Close Read:</b> pgs. 147 - 149 <ul style="list-style-type: none"> <li>• Biographical Information – Natasha Trethewey</li> <li>• Interpret Figurative Language</li> </ul> <b>Strategies for Annotation:</b> pg. 149 <ul style="list-style-type: none"> <li>• Interpret Figurative Language</li> </ul> <b>Second Read:</b> pg. 149 <ul style="list-style-type: none"> <li>• Interpret Figurative Language</li> </ul>	<b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Pronoun Referents – pg. 147  <b><u>After Instruction</u></b> <b>Reteach:</b> Interpret Figurative Language – Level Up Tutorials – Figurative Language – pg. 150a  <b>Enrichment:</b> Analyzing Language in Poetry – pg. 150a	<b>Analyzing the Text:</b> pg. 150	<b><u>Instructional Strategies*</u></b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <b><u>Practice &amp; Apply</u></b> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <b>Selection Test</b> - “At Dusk”  * These are instructional strategies that can also be used as formative assessments.
<b>Required Learning Target</b>					
The student will be able to interpret figurative language.					
<b>Required Text</b>					
<b>Text:</b> “At Dusk” by Natasha Trethewey – pg. 147					

## “AT DUSK” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<i>Reading Literary Text:</i> RL.1, RL. 4 <i>Language:</i> L.5a	<b>Close Reader:</b> “My Ceremony for Taking” by Lara Mann – pg. 150b (TE) / pg. 57 (Close Reader) & “The Stayer”  <b>Vocabulary:</b> Front load the vocabulary for “My Ceremony for Taking,” “My Ceremony,” and “The Stayer”	<b>Focused Comprehension Strategy:</b> Interpret Figurative Language  <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> </ul>	<b>Close Reader:</b> “My Ceremony for Taking” by Lara Mann & “The Stayer” by Virgil Suarez – pg. 150b (TE) / pg. 57 (Close Reader)  <b>Why This Text:</b> pg. 150b  <b>Strategies for Close Reading:</b> pg. 150c <ul style="list-style-type: none"> <li>• Interpret Figurative Language</li> <li>•</li> </ul>	<b>Close Reader:</b> “My Ceremony for Taking” by Lara Mann & “The Stayer” by Virgil Suarez – pg. 150b (TE) / pg. 57 (Close Reader)  <b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Interpretation – pg. 150c  <b>To Challenge Students:</b> pg. 150e  Dig Deeper: pg. 150e	<b>Analyzing the Text:</b> pg. 150  <b>My WriteSmart Performance Task</b> – Speaking Activity: Poetry Reading – pg. 150  <b>Selection Test</b> - “At Dusk”
<b>Required Learning Target</b>					
The student will be able to interpret figurative language.					
<b>Required Texts</b>					

<p><b>Text:</b> “At Dusk” by Natasha Trethewey – pg. 147</p> <p><b>Close Reader:</b> “My Ceremony for Taking” by Lara Mann &amp; “The Stayer” by Virgil Suarez – pg. 150b (TE) / pg. 57 (Close Reader)</p>		<ul style="list-style-type: none"> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Read &amp; Reread – Cite Text Evidence:</b> pg. 150d – 150e</p>	<p><b><i>Formative Assessments</i></b>  <b>Short Response:</b> pg. 150e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	
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## **STORY – “COUNT ON US”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI. 2, RI.5, RI.6  <i>Writing:</i> W.6, W.7 <i>Speaking</i>  <i>Listening:</i> SL.3</p>	<p><b>Focused Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pg. 151</p> <ul style="list-style-type: none"> <li>• Determine Author’s Purpose and Analyze Development of Ideas</li> </ul> <p><b>Second Read:</b> pg. 152</p> <ul style="list-style-type: none"> <li>• Analyze Purpose and Development of Ideas</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Purpose and Development of Ideas – pg. 151</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Purpose and Development of Ideas – pg. 152b</p> <p><b>Enrichment:</b> Conduct Research – pg. 152b</p>	<p><b>Analyzing the Media:</b> pg. 152</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Media</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze the purpose and development of ideas in a public service announcement.					
<b>Required Media</b>					
<b>Media:</b> “Count On Us” – pg. 151					

## **WEEK SIX**

### **ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Three Assessment:** Summative Assessment
- **Collection Unit Three Performance Task:** Write a Fictional Narrative – pg. 153

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 9<sup>TH</sup> GRADE COLLECTIONS UNIT FOUR: SWEET SORROW

## ENGLISH LANGUAGE ARTS PACING 4 GUIDE

<p><b>Unit’s Focus – <i>Sweet Sorrow</i>:</b> This collection explores the nature of love and the conflicts surrounding it.</p>	<p><b>Unit’s Academic Vocabulary:</b> Attribute, Commit, Expose, Initiate, Underlie</p>
<p><b>Essential Question:</b> How can love influence society?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Collection Unit Four Test:</b> Summative Assessment</li> <li><b>Collection Unit Four Performance Task:</b> Write an Analytical Essay – pg. 301</li> </ul>
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literary Text:</i></p> <p><b>RL.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5:</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RL.9-10.9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.9-10.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.9-10.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><i>Language:</i></p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Spell correctly.</p> <p><b>L.9-10.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.9-10.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	

**Note: See Additional Readings in the Honors section if you want to incorporate a novel within this unit.**



## Honors Collection Four

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 9<sup>th</sup> grade Honors English course covering the theme of “Sweet Sorrow.”

Reading	Writing / Speaking
<p><b><u>Suggestions for Collections Four:</u></b></p> <ul style="list-style-type: none"> <li>• Assign students to read independently a novel aligned with the theme of “Sweet Sorrow”</li> <li>• Assign FYI articles from Collection Four</li> <li>• Incorporate the “Additional Texts” from Collection Four (Teacher’s Resources from the Dashboard)</li> <li>• Supplement with additional poetry that fits the theme of “Sweet Sorrow”</li> </ul> <p><b><u>Additional Readings:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Annabel Lee</b>—Edgar Allan Poe</li> <li>• <b>Barbara Allan</b>—Anonymous</li> <li>• <b>A Valediction: Forbidding Mourning</b>—John Donne</li> <li>• <b>On Her Loving Two Equally</b>—Aphra Behn</li> <li>• <b>When We Two Parted</b>—George Gordon, Lord Byron</li> </ul>	<p><b><u>Suggestions for Collections Four:</u></b></p> <ul style="list-style-type: none"> <li>• Assign the Unit’s Performance Task A:</li> <li>• Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit</li> <li>• Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Four</li> <li>• Create a blog that students may discuss the text selections</li> <li>• Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback</li> <li>• When appropriate, students utilize MLA or APA in their writing</li> </ul> <p><b><u>Additional Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Write an essay that answers the following question: How can love influence society?</li> <li>• This collection explores the many facets of love—joy, pain, passion and conflict, to name just a few. Write an analytical essay that synthesizes your ideas by referencing three texts from the unit. What are the characteristics or attributes of love represented in those texts? Use textual evidence to support your analysis.</li> <li>• Use your knowledge of Romeo and Juliet , write a eulogy, a tribute to someone who has died, for both of them. In both pieces of writing, include evidence from the text and use conventions of standard English.</li> <li>• Write an essay that answers the following question: If any, what are the boundaries of love and sacrifice?</li> <li>• Reference three texts from this unit, write an essay that answers the following question: How do authors and draw the line between love and sacrifice and how does this impact our perceptions of the nature of love? Use textual evidence to support your analysis.</li> </ul>

## STORY: FROM “LOVE’S VOCABULARY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i> <i>Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5 <i>Writing:</i> W.10 <i>Speaking and Listening:</i> SL1 <i>Language:</i> L.1b, L.4a, L.4c, L.4d</p>	<p><b>Focus Comprehension</b> <b>Strategy:</b> Analyze Central Idea</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 163 - 169</p> <ul style="list-style-type: none"> <li>• Determine Word Meanings</li> <li>• Analyze Ideas</li> </ul> <p><b>Strategies for Annotation:</b> pg. 169 Analyze Ideas</p> <p><b>Second Read:</b> pg. 169</p> <ul style="list-style-type: none"> <li>• Analyze Ideas</li> <li>• Determine Word Meanings</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Punctuation – pg. 163</p> <p><b>When Students Struggle:</b> Comprehension Support – pg. 164</p> <p><b>To Challenge Students:</b> Write a Poem – pg. 166 Explore an Allusion – pg. 167</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Ideas – Level Up Tutorials – Reading for Details – pg. 172a</p> <p><b>Enrichment:</b> Analyze Ideas: Participate in a Collaborative Discussion - pg. 172a</p>	<p><b>Analyzing the Text:</b> pg. 170</p> <p><b>Critical Vocabulary:</b> pg. 171</p> <p><b>Vocabulary Strategy:</b> Synonyms – pg. 171</p> <p><b>Strategies for Annotation:</b> pg. 171</p> <ul style="list-style-type: none"> <li>• Synonyms</li> </ul> <p><b>Language &amp; Style:</b> Participial Phrases – pg. 172</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - from “Love’s Vocabulary”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will learn to analyze ideas presented in an essay and determine word meanings.</p>					
<b>Required Text</b>					
<p><b>Text:</b> from “Love’s Vocabulary” by Diane Ackerman – pg. 163</p>					

## FROM “LOVE’S VOCABULARY” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5</p> <p><i>Writing:</i> W.10</p> <p><i>Speaking and Listening:</i> SL1</p> <p><i>Language:</i> L.1b, L.4a, L.4c, L.4d</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary “Love’s Vocabulary” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Central Idea</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Sweet Sorrow” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence</li> <li>• Determine Word Meanings</li> <li>• Analyze Ideas</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Sweet Sorrow” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Supporting Students:</b></p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion – pg. 170</p> <p><b>Selection Test -</b> from “Love’s Vocabulary”</p>
<b>Required Learning Target</b>	The student will learn to analyze ideas presented in an essay and determine word meanings.				
<b>Required Texts</b>	<p><b>Text:</b> from “Love’s Vocabulary” by Diane Ackerman – pg. 163</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>				

## STORY – “My Shakespeare”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessment
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.4, RL.7, RL.9 <i>Language:</i> L.3</p>	<p><b>Focus Comprehension Strategy:</b> Interpret Figurative Language</p>	<p><b>Close Read:</b> pgs. 173 - 175</p> <ul style="list-style-type: none"> <li>• Analyze Source Material</li> <li>• Analyze Theme</li> <li>• Analyze Word Choice</li> <li>• Determine Figurative Meanings</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Vocabulary: Figurative Language – pg. 173</p> <p><b>When Students Struggle:</b> Reading Fluency - pg. 174</p>	<p><b>Analyzing Text and Video:</b> pg. 176</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>
<b>Required Learning Target</b>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Second Read:</b> pg. 176</p> <ul style="list-style-type: none"> <li>• Analyze Source Material: Interpretations of Shakespeare</li> </ul>	<p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Source Material – Level Up Tutorials – Universal and Recurring Themes – pg. 176a</p>		<p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text and Video</li> </ul>
<b>Required Text</b>					<p><b>Selection Text:</b> “My Shakespeare”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Text:</b> “My Shakespeare” by Kate Tempest – pg. 173</p>			<p><b>Enrichment:</b> Analyze Language – pg. 176a</p>		

## STORY – ANCHOR TEXT: “THE TRAGEDY OF ROMEO & JULIET”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessment
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.3, W.10 <i>Speaking &amp; Listening:</i> SL.1 <i>Language:</i> L.1a, L.5a</p> <div style="background-color: #0056b3; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Required Learning Target</b></div> <p>The student will be able to analyze character motivations and parallel plots.</p> <div style="background-color: #0056b3; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Required Text</b></div> <p><b>Anchor Text:</b> <i>The Tragedy of Romeo &amp; Juliet</i> by William Shakespeare – pg. 183</p>	<p><b>Focus Comprehension</b> <b>Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Act One:</b> <b>Modeled Discussions:</b> pg. 183</p> <p><b>Close Read:</b> pgs. 177 - 205</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Dramatic Conventions</li> <li>• Blank Verse</li> <li>• Allusion and Word Play</li> <li>• Elizabethan Words to Know</li> <li>• Reading Drama</li> <li>• Reading Shakespearean Tragedy</li> <li>• Reading Shakespeare’s Language</li> <li>• A Wide Audience</li> <li>• The Globe</li> <li>• Staging</li> <li>• Cast</li> <li>• Analyze Author’s Choice: Text Structure</li> <li>• Determine Figurative Meaning: Puns</li> <li>• Analyze Author’s Choices: Parallel Plots</li> <li>• Analyze Character: Motivations</li> <li>• Support Inferences</li> <li>• Interpret Figurative Language</li> <li>• Analyze Character</li> <li>• Interpret Figurative Language: Puns</li> <li>• Analyze Word Choice</li> <li>• Determine Figurative Meanings</li> </ul>	<p><b>Act One:</b> <b><u>During Instruction</u></b> <b>When Students Struggle:</b> pg. 177</p> <p>Paraphrasing – pg. 179 Student’s Understanding – pg. 185 Culture: Historical Context – pg. 191 Comprehension – pg. 192 Images – pg. 195 Venn Diagram – pg. 196 Language: Dialogue – pg. 200 Meaning - pg. 201 Dramatic Irony - pg. 204</p> <p><b>Scaffolding for ELL Students:</b> Language: Allusion – pg. 178 Comprehension Support – pg. 184 Vocabulary: Figurative Language – pg. 186 Language: Patterns of Conversational Speech – pg. 188 Language: Paradoxical Statements – pg. 189 Language: Inverted Word Order – pg. 197</p> <p><b>To Challenge Students:</b> Sketch and Analyze the Globe Theater – pg. 180 Discuss the Function of a Scene – pg. 199 Analyze Poetic Form – pg. 203</p>	<p><b>Act One:</b> <b>Analyzing the Text:</b> pg. 206</p> <p><b>Act Two:</b> <b>Analyzing the Text:</b> pg. 227</p> <p><b>Act Three:</b> <b>Analyzing the Text:</b> pg. 252</p> <p><b>Act Four:</b> <b>Analyzing the Text:</b> pg. 265</p> <p><b>Act Five:</b> <b>Analyzing the Text:</b> pg. 280</p> <p><b>Vocabulary Strategy:</b> Puns - pg. 281</p> <p><b>Language &amp; Style:</b> Parallel Structure – pg. 282</p>	<p><b>Act One:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b> • Analyzing the Text</p> <p><b>Selection Test:</b> Act One</p> <p>* These are instructional strategies that can also be used as formative assessments.</p> <p><b>Act Two:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b> • Analyzing the Text</p> <p><b>Selection Test:</b> Act Two</p> <p>* These are instructional strategies that can also be</p>

		<p><b>Strategies for Annotation:</b> pg. 187, 194, &amp; 202</p> <ul style="list-style-type: none"> <li>Analyze Character: Motivation</li> <li>Analyze Character</li> <li>Analyze Author's Choices: Parallel Plots</li> </ul> <p><b>Act Two: Modeled Discussions:</b> pg. 207</p> <p><b>Close Read:</b> pgs. 207 - 226</p> <ul style="list-style-type: none"> <li>Analyze Author's Choices: Text Structure</li> <li>Interpret Figurative Language</li> <li>Analyze Author's Choices: Parallel Plots</li> <li>Analyze Character</li> <li>Analyze Character: Motivations</li> <li>Support Inferences</li> <li>Analyze Author's Choices: Parallel Plots</li> <li>Analyze Author's Choices: Plots</li> <li>Analyze Figurative Language</li> <li>Determine Theme</li> <li>Analyze Word Choice</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 209 &amp; 221</p> <ul style="list-style-type: none"> <li>Analyze Figurative Language</li> <li>Analyze Character</li> </ul>	<p>Analyze Paradox – pg. 205</p> <p><b>Act Two:</b> <b><u>During Instruction Scaffolding for ELL Students:</u></b> Language: Pronoun Referents – pg. 208 Vocabulary: Multiple-Meaning Words – pg. 212 Language: Contractions – pg. 213 Culture: Historical Context – pg. 214 Comprehension: Foreshadowing – pg. 218 Language: Ellipsis – pg. 223</p> <p><b>When Students Struggle:</b> Paraphrase - pg. 210 Comprehension– pg. 216 Student's Understanding – pg. 222 Venn Diagram – pg. 224</p> <p><b>To Challenge Students:</b> Analyze Wordplay – pg. 219 Analyze a Character's Decision – pg. 226</p> <p><b>Act Three:</b> <b><u>During Instruction Scaffolding for ELL Students:</u></b> Language: Inverted Word Order – pg. 229 <b>Scaffolding for ELL Students:</b> Vocabulary: Homophones – pg. 235 Vocabulary: Word Play – pg. 239</p>		<p>used as formative assessments.</p> <p><b>Act Three:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>Analyzing the Text</li> </ul> <p><b>Selection Test:</b> Act Three</p> <p>* These are instructional strategies that can also be used as formative assessments.</p> <p><b>Act Four:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>Analyzing the Text</li> </ul> <p><b>Selection Test:</b> Act Four * These are instructional strategies that can also be used as formative assessments.</p>
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		<p><b>Act Three:</b>  <b>Modeled Discussions:</b> pg. 228  <b>Close Read:</b> pgs. 228 - 251</p> <ul style="list-style-type: none"> <li>Analyze Character: Motivations</li> <li>Analyze Author's Choices: Parallel Plots</li> <li>Analyze Word Choice</li> <li>Analyze Character</li> <li>Support Inferences</li> <li>Analyze Author's Choices: Plot</li> <li>Interpret Figurative Language</li> </ul> <p><b>Strategies for Annotation:</b> pg. 244</p> <ul style="list-style-type: none"> <li>Analyze Word Choice</li> </ul> <p><b>Act Four:</b>  <b>Modeled Discussions:</b> pg. 253  <b>Close Read:</b> pgs. 253 - 279</p> <ul style="list-style-type: none"> <li>Analyze Character: Motivations</li> <li>Analyze Word Choice</li> <li>Analyze Author's Choices: Plot</li> <li>Analyze Author's Choices: Text Structure</li> <li>Analyze Author's Choices: Irony</li> <li>Analyze Author's Choices: Parallel Plots</li> <li>Interpret Figurative</li> <li>Analyze Author's Choices</li> <li>Analyze Language: Puns</li> </ul>	<p>Vocabulary: Multiple-Meaning Words – pg. 241  Culture: Historical Background – pg. 246  Vocabulary: Idiomatic Expressions – pg. 248</p> <p><b>When Students Struggle:</b>  Characters' Actions &amp; Outcomes - pg. 230  Plot – pg. 233  Char t – pg. 242  Timeline – pg. 244  Meaning – pg. 247</p> <p><b>When Students Struggle:</b>  Complex Characters – pg. 250</p> <p><b>To Challenge Students:</b>  Consider Alternate Plot Events – pg. 232  Analyze Dialogue – pg. 240  Deliver a Soliloquy – pg. 251</p> <p><b>Act Four:</b>  <b><u>During Instruction</u></b>  <b>To Challenge Students:</b>  Compare Two Relationships – pg. 254  Analyze Shakespeare's Syntax – pg. 262</p> <p><b>When Students Struggle:</b>  Chart – pg. 256  Paraphrasing – pg. 263</p> <p><b>Scaffolding for ELL:</b>  <b>Students:</b> Comprehension Support - pg. 260</p> <p><b>Act Five:</b></p>		<p><b>Act Five:</b>  <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>Analyzing the Text</li> <li>Vocabulary Strategy</li> <li>Language &amp; Style</li> </ul> <p><b>Selection Test - Act Five</b></p>
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		<p><b>Strategies for Annotation:</b> - pgs. 255 &amp; 262</p> <ul style="list-style-type: none"> <li>• Analyze Character: Motivations</li> <li>• Interpret Figurative Language</li> </ul> <p><b>Act Five:</b> <b>Model Discussion:</b> pg. 266</p> <p><b>Close Read:</b> pgs. 266 - 278</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices: Parallel Plots</li> <li>• Analyze Character: Motivations</li> <li>• Analyze Author’s Choices: Irony</li> <li>• Analyze Word Choice</li> <li>• Analyze Author’s Choices</li> <li>• Support Inferences</li> <li>• Determine Theme</li> </ul> <p><b>Second Reads:</b> pg. 279</p> <ul style="list-style-type: none"> <li>• Analyze Character: Motivations</li> <li>• Analyze Author’s Choices: Parallel Plots</li> </ul> <p><b>Strategies for Annotation:</b> - pgs. 272 &amp; 279</p> <ul style="list-style-type: none"> <li>• Analyze Character</li> <li>• Analyze Character: Motivations</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL</b> <b>Students:</b> Culture: Historical Background – pg. 267 Comprehension Support - pg. 271</p> <p><b>When Students Struggle:</b> Cause &amp; Effects – pg. 268 Comprehension – pg. 270 <b>When Students Struggle:</b> Sequence Chain - pg. 277</p> <p><b>To Challenge Students:</b> Analyze a Character’s Behavior – pg. 274 Reimagine a Scene– pg. 278</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Author’s Choice: Parallel Plots – Level Up Tutorials – Plot: Sequence of Events – pg. 282a</p> <p><b>Enrichment:</b> Analyze Character – pg. 282a</p>		
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## ANCHOR TEXT: “THE TRAGEDY OF ROMEO & JULIET” INTERVENTION

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessment
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.3, W.10 <i>Speaking &amp; Listening:</i> SL.1 <i>Language:</i> L.1a, L.5a</p> <p style="background-color: #1a3d54; color: white; text-align: center; padding: 2px;"><b>Required Learning Target</b></p> <p>analyze character motivations and parallel plots.</p> <p style="background-color: #1a3d54; color: white; text-align: center; padding: 2px;"><b>Required Texts</b></p> <p><b>Support the Anchor Text:</b> <i>The Tragedy of Romeo &amp; Juliet</i> by William Shakespeare – pg. 183</p> <p><b>Close Reader:</b> from <i>The Tragedy of Romeo and Juliet</i> – pg. 282b (TE) / pg. 63 (Close Reader)</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for <i>The Tragedy of Romeo &amp; Juliet</i> and <i>The Tragedy of Romeo &amp; Juliet</i> (Close Reader)</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> from <i>The Tragedy of Romeo and Juliet</i> – pg. 282b (TE) / pg. 63 (Close Reader)</p> <p><b>Why This Text:</b> pg. 282b</p> <p><b>Background &amp; As You Read:</b> pg. 282c</p> <p><b>Strategies for Close Reading:</b> pg. 282c</p> <ul style="list-style-type: none"> <li>• Analyze an Author’s Claims</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 282d – 282h</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 282d – 282h</p> <p><b>Reread &amp; Discuss Using Text Evidence:</b> pg. 282e</p>	<p><b>Close Reader:</b> from <i>The Tragedy of Romeo and Juliet</i> – pg. 282b (TE) / pg. 63 (Close Reader)</p> <p><b><u>Differentiate Instruction To Challenge Students:</u></b> pg. 282i</p> <p><b>Dig Deeper:</b> pg. 282i</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 282i</p> <ul style="list-style-type: none"> <li>• Cite Text Evidence</li> </ul> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pgs. 206, 227, 252, 265, 280</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion – pg. 206</p> <p><b>Selection Text:</b> Act One</p>

## ENGLISH – “PYRAMUS AND THIS BE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.9 <i>Writing:</i> W.2, W.9</p>	<p><b>Focus Comprehension Strategy:</b> Identify Theme &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 283 - 288</p> <ul style="list-style-type: none"> <li>• Analyze Source Material</li> <li>• Analyze Language</li> <li>• Analyze Author’s Choices</li> <li>• Determine Themes</li> </ul> <p><b>Second Read:</b> pg. 288</p> <ul style="list-style-type: none"> <li>• Analyze Source Materials</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language Punctuation – pg. 283 Vocabulary: Denotation / Connotation – pg. 285</p> <p><b>When Students Struggle:</b> Develop Reading Fluency – pg. 284 Comprehension: Cause and Effect – pg. 287</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Source Materials – pg. 288a</p> <p><b>Enrichment:</b> Write an Analytical Essay – pg. 288a</p>	<p><b>Analyzing the Text:</b> pg. 288</p> <p><b>Strategies for Annotation:</b> pg. 288</p> <ul style="list-style-type: none"> <li>• Analyze Source Materials</li> </ul>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test</b> - “Pyramus and Thisbe”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze source material.					
<b>Required Text</b>					
<b>Text:</b> “Pyramus and Thisbe” Translated by Allen Mandelbaum – pg. 283					

## “PYRAMUS AND THIS BE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction Formative Assessments	Support Core Selection
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.9 <i>Writing:</i> W.2, W.9</p>	<p><b>Prior to the Core Selection and Additional Texts</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Pyramus and Thisbe” and “Annabel Lee”</p>	<p><b>Focus Comprehension Strategy:</b> Identify Theme &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> </ul>	<p><b>Additional Texts (Teacher’s Resources):</b> “Annabel Lee” by Edgar Allan Poe</p> <p><b>Why This Text:</b> Explain why “Annabel Lee” was selected.</p> <p><b>Close Read:</b></p>	<p><b>Additional Texts (Teacher’s Resources):</b> “Annabel Lee” by Edgar Allan Poe</p> <p><b><u>Differentiated Instruction</u></b> While teaching “Annabel Lee” differentiate the instruction to meet the needs of your students.</p>	<p><b>Analyzing the Text:</b> pg. 288</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Essay – pg. 288</p> <p><b>Selection Test</b> - “Pyramus and Thisbe”</p>
<b>Required Learning Target</b>					
The student will be able to analyze source material.					
<b>Required Texts</b>					

<p><b>Text:</b> “Pyramus and Thisbe” Translated by Allen Mandelbaum – pg. 283</p> <p><b>Additional Texts (Teacher’s Resources):</b> “Annabel Lee” by Edgar Allan Poe</p>		<ul style="list-style-type: none"> <li>• Step Backs</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Source Material</li> <li>• Analyze Language</li> <li>• Analyze Author’s Choices</li> <li>• Determine Themes</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b><i>Formative Assessments</i></b></p> <p><b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	
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## STORY – “DUTY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.2, RL. 3, RL.4, RL.5, RL.7, RL.9 <i>Writing:</i> W.3 <i>Language:</i> L.3, L.4a, L.4d</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Choices</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 289 - 297</p> <ul style="list-style-type: none"> <li>• Analyze Source Material</li> <li>• Author’s Choices: Point of View</li> <li>• Analyze Source Material</li> <li>• Analyze Complex Characters</li> <li>• Determine Theme</li> <li>• Author’s Choices: Point of View</li> <li>• Analyze Source Material: Interpretations of Shakespeare</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 297</p> <ul style="list-style-type: none"> <li>• Analyze Source Material and Author’s Choices</li> </ul> <p><b>Second Read:</b> pg. 297</p> <ul style="list-style-type: none"> <li>• Analyze Source Material: Interpretations of Shakespeare</li> <li>• Author’s Choices: Point of View</li> </ul>	<p><b><i>During Instruction</i></b></p> <p><b>Scaffolding for ELL Students:</b> Vocabulary: Figurative Language – pg. 289</p> <p>Analyze Cause-and–Effect Organization – pg. 293</p> <p>Language: Personal Pronoun Referents – pg. 296</p> <p><b>When Students Struggle:</b> Reading Fluency – pg. 291</p> <p>Reading Comprehension – pg. 295</p> <p><b>To Challenge Students:</b> Innovate on Story Ideas – pg. 292</p> <p><b><i>After Instruction</i></b></p> <p><b>Reteach:</b> Author’s Choice: Point of View – Level Up Tutorials – Point of View – pg. 300b</p> <p><b>Enrichment:</b> Analyze Representations in Different Mediums – pg. 300b</p>	<p><b>Analyzing the Text:</b> pg. 298</p> <p><b>Critical Vocabulary:</b> pg. 299</p> <p><b>Vocabulary Strategy:</b> Context Clues – pg. 299</p> <p><b>Strategies for Annotation:</b> Using Context Clues – pg. 299</p> <p><b>Language &amp; Style:</b> Independent and Dependent Clauses - pg. 300</p>	<p><b><i>Instructional Strategies*</i></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><i>Practice &amp; Apply</i></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language &amp; Style</li> </ul> <p><b>Selection Test - “Duty”</b></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze how an author draws on and transforms source material and how an author’s choice of point of view creates desired effects.</p>					
<b>Required Text</b>					
<p><b>Text:</b> “Duty” by Pamela Rafael Berkman – pg. 289</p>					

## **“DUTY” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction Formative Assessments	Support Core Selection
<p><i>Reading Literary Text:</i> RL.2, RL. 3, RL.4, RL.5, RL.7, RL.9 <i>Writing:</i> W.3 <i>Language:</i> L.3, L.4a, L.4d</p>	<p><b>Prior to the Core Selection and Additional Texts</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Duty” and “When We Two Parted”</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Choices</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Texts (Teacher’s Resources):</b> “When We Two Parted” by George Gordon, Lord Byron</p> <p><b>Why This Text:</b> Explain why “Annabel Lee” was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Source Material</li> <li>• Author’s Choices: Point of View</li> <li>• Analyze Source Material</li> <li>• Determine Theme</li> <li>• Author’s Choices: Point of View</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Additional Texts (Teacher’s Resources):</b> “When We Two Parted” by George Gordon, Lord Byron</p> <p><b><u>Differentiated Instruction</u></b> While teaching “Annabel Lee” differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessment</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies *</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 298</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Journal Entries – pg. 298</p> <p><b>Selection Test - “Duty”</b></p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze how an author draws on and transforms source material and how an author’s choice of point of view creates desired effects.</p>					
<b>Required Texts</b>					
<p><b>Text:</b> “Duty” by Pamela Rafael Berkman – pg. 289</p> <p><b>Additional Texts (Teacher’s Resources):</b> “When We Two Parted” by George Gordon, Lord Byron</p>					

## WEEK SIX

### **CORE ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Four Test:** Summative Assessment
- **Collection Unit Four Performance Task:** Write an Analytical Essay – pg. 301

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 9<sup>TH</sup> GRADE COLLECTIONS UNIT FIVE: A MATTER OF LIFE OR DEATH

## ENGLISH LANGUAGE ARTS PACING 5 GUIDE

<p><b>Unit's Focus - <i>A Matter of Life or Death</i>:</b> This collection provides a wide-ranging look at how humans endure in the face of adversity.</p>	<p><b>Unit's Academic Vocabulary:</b> Dimension, External, Statistic, Sustain, Utilize</p>
<p><b>Essential Question:</b> How does a journey teach one about himself?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit Five Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit Five Performance Task:</b> Write an Argument – pg. 355</li> </ul>
<p><b>Learning Goals for the Unit's Pre &amp; Post Assessments:</b></p> <p><i>Reading Literary Text:</i></p> <p><b>RL.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.9-10.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.9-10.5:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RI.9-10.6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RI.9-10.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RI.9-10.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><i>Language:</i></p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>L.9-10.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	

**Note:** See **Additional Readings in the Honors** section if you want to incorporate a novel within this unit.

## Honors Collection Five

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 9<sup>th</sup> grade Honors English course covering the theme of “A Matter of Life or Death”

Reading	Writing/Speaking
<p><b><u>Suggestions for Collections Five:</u></b></p> <ul style="list-style-type: none"> <li>• Assign students to read independently a novel aligned with the theme of “A Matter of Life or Death”</li> <li>• Assign FYI articles from Collection Five</li> <li>• Incorporate the “Additional Texts” from Collection Five (Teacher’s Resources from the Dashboard)</li> <li>• Supplement with additional poetry that fits the theme of “A Matter of Life or Death”</li> </ul> <p><b><u>Additional Readings:</u></b></p> <ul style="list-style-type: none"> <li>• <b>The Lady, or the Tiger?</b> –Frank R. Stockton</li> <li>• <b>The Interlopers</b>—Saki</li> <li>• <b>from A Journal of the Plague Year</b>—Daniel Defoe</li> <li>• <b>The Lady of Shalott</b>—Alfred, Lord Tennyson</li> <li>• <b>Crossing the Bar</b>—Alfred, Lord Tennyson</li> <li>• <b>Malachi's Cove</b>—Anthony Trollope</li> <li>• <b>Riders to the Sea</b>—John Millington Synge</li> <li>• <b>Night</b> – Wiesel (Moved from the 10<sup>th</sup> Grade)</li> <li>• <b>The Diary of a Young Girl</b> – Frank</li> <li>• <b>The Book Thief</b> - Zusak</li> </ul>	<p><b><u>Suggestions for Collections Five:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit</li> <li>• Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Five</li> <li>• Create a blog that students may discuss the text selections</li> <li>• Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback</li> <li>• When appropriate, students utilize MLA or APA in their writing</li> </ul> <p><b><u>Additional Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Write an essay that answers the following question: How does a journey teach one about himself/herself?</li> <li>• This collection explores how people cope with situations of extreme hardship and danger—who survives, who doesn’t and why. Based on evidence from the selections, would you say survival requires selfishness? Synthesize your ideas by writing an argument in support of your position.</li> <li>• Write an essay that answers the following question: What is the meaning of life and how does that shape our beliefs regarding death?</li> <li>• Reference three texts from this unit and write an essay that answers the following question: How does the study of fiction and nonfiction texts help individuals construct their understanding of life and death? Use textual evidence to support your analysis.</li> </ul> <p><b><u>Additional Project Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• This collection focuses on the ways people endure through devastating experiences. Reference the text and answer the question: “How do individuals and communities adapt to radically different situations in order to survive?” Synthesize your ideas by holding a panel discussion about how each selection shows people adapting for survival, and then create and present a multi-modal presentation for your group’s findings.</li> <li>• Hold a classroom debate over the topic that people who act to ensure their own survival instead of helping others are selfish or not?</li> <li>• Create a survival guide that depicts the keys to survival in a life-threatening situation.</li> </ul>



## STORY – ANCHOR TEXT ONE: *FROM NIGHT*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational:</i> RI.1, RI.2, RI.4, RI.5, RI.6 <i>Writing:</i> W.2 <i>Language:</i> L.3, L.4, L.4c</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 307</p> <p><b>Close Read:</b> pgs. 307 - 313</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Purpose and Rhetoric</li> <li>• Analyze Impact of Word Choice on Tone</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 313</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Purpose and Rhetoric</li> </ul> <p><b>Second Read:</b> pg. 313</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Purpose and Rhetoric</li> <li>• Analyze Impact of Word Choice on Tone</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Language: Phrasal Verbs and Verb Tenses – pg. 308</p> <p><b>When Students Struggle:</b> Practice Fluency – pg. 310</p> <p><b>To Challenge Students:</b> Compare Works – pg. 311</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Author’s Purpose – Level Up Tutorials – Audience – 316a</p> <p><b>Enrichment:</b> Analyze Language – 316a</p>	<p><b>Analyzing the Text:</b> pg. 314</p> <p><b>Critical Vocabulary:</b> pg. 315</p> <p><b>Vocabulary Strategy:</b> Multiple Meaning Words – pg. 315</p> <p><b>Strategies for Annotation:</b> Multiple Meaning Words – pg. 315</p> <p><b>Language &amp; Style:</b> Tone – pg. 316</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - from <i>Night</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone.					
<b>Required Text</b>					
<b>Anchor Text:</b> from <i>Night</i> by Elie Wiesel – pg. 307					

## ANCHOR TEXT ONE: *FROM NIGHT INTERVENTION*

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational:</i> RI.1, RI.2, RI.4, RI.5, RI.6 <i>Writing:</i> W.2 <i>Language:</i> L.3, L.4, L.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for <i>Night</i> and from “An Ordinary Man”</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Closer Reader:</b> from “An Ordinary Man” by Paul Resesabagina – pg. 316b (TE) / pg. 77 (Close Reader)</p> <p><b>Why This Text:</b> pg. 316b</p> <p><b>Close Read:</b> pg. 316c</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Purpose and Rhetoric</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 316c – 316f</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 316d - 316g</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 316e</p>	<p><b>Closer Reader:</b> from “An Ordinary Man” by Paul Resesabagina – pg. 316b (TE) / pg. 77 (Close Reader)</p> <p><b><u>Differentiated Instruction When Students Struggle:</u></b> pg. 316c</p> <p><b>To Challenge Students:</b> pg. 316g</p> <p><b>Dig Deeper:</b> pg. 316g</p> <p><b><u>Formative Instruction Short Response:</u></b> pg. 316g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 314</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Analysis – pg. 314</p> <p><b>Selection Test -</b> from <i>Night</i></p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone.</p>					
<p><b>Required Texts</b></p>					
<p><b>Anchor Text:</b> from <i>Night</i> by Elie Wiesel – pg. 307</p> <p><b>Closer Reader:</b> from “An Ordinary Man” by Paul Resesabagina – pg. 316b (TE) / pg. 77 (Close Reader)</p>					

## STORY – “IS SURVIVAL SELFISH”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.2, RI.4, RI.6, RI.8 <i>Speaking &amp; Listening:</i> SL.1a, SL.1d, SL.4 <i>Language:</i> L.3, L.4c</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 317 - 321</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> <li>• Determine Purpose and Point of View</li> <li>• Analyze Impact of Word Choice</li> </ul> <p><b>Strategies for Annotation:</b> pg. 321</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> </ul> <p><b>Second Read:</b> pg. 321</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Understand a Rhetorical Device – pg. 317</p> <p><b>When Students Struggle:</b> Examine Meaning of Language and Review Synonyms and Antonyms – pgs. 318</p> <p><b>To Challenge Students:</b> Explore Depth of Meaning – pg. 320</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Delineate and Evaluate an Argument – pg. 324a</p> <p><b>Enrichment:</b> Conduct a Debate – pg. 324a</p>	<p><b>Analyzing the Text:</b> pg. 322</p> <p><b>Critical Vocabulary:</b> pg. 323</p> <p><b>Vocabulary Strategy:</b> Synonyms – pg. 323</p> <p><b>Language &amp; Style:</b> Indefinite Pronouns – pg. 324</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “Is Survival Selfish”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to delineate and evaluate an argument by examining a claim and the evidence provided to support that claim.</p>					
<b>Required Text</b>					
<p><b>Text:</b> “Is Survival Selfish” by Lane Wallace – pg. 317</p>					

## ***“IS SURVIVAL SELFISH” INTERVENTION***

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.2, RI.4, RI.6, RI.8 <i>Speaking &amp; Listening:</i> SL.1a, SL.1d, SL.4 <i>Language:</i> L.3, L.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Is Survival Selfish” and “Truth at All Costs”</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “Truth at All Costs” by Marie Colvin – pg. 324 (TE) / pg. 85 (Close Reader)</p> <p><b>Why This Text:</b> pg. 324b</p> <p><b>Close Read:</b> pg. 324c</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> <li>• Determine Purpose and Point of View</li> <li>• Analyze Impact of Word Choice</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 324c – 324e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 324d - 316f</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 324e</p>	<p><b>Close Reader:</b> “Truth at All Costs” by Marie Colvin – pg. 324 (TE) / pg. 85 (Close Reader)</p> <p><b><u>Differentiated Instruction When Students Struggle:</u></b> pg. 324f</p> <p><b>To Challenge Students:</b> pg. 324g</p> <p><b>Dig Deeper:</b> pg. 324g</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 324f</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 322</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Debate – pg. 322</p> <p><b>Selection Test -</b> “Is Survival Selfish”</p>
Required Learning Target					
<p>The student will be able to delineate and evaluate an argument by examining a claim and the evidence provided to support that claim.</p>					
Required Texts					
<p><b>Text:</b> “Is Survival Selfish” by Lane Wallace – pg. 317</p> <p><b>Close Reader:</b> “Truth at All Costs” by Marie Colvin – pg. 324 (TE) / pg. 85 (Close Reader)</p>					

## STORY – FROM “DEEP SURVIVAL”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6  <i>Writing:</i> W.1  <i>Language:</i> L.2a, L.2b, L.4a</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 325 - 335</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Determine Central Idea and Summarize the Text</li> <li>• Determine Figurative Meanings</li> </ul> <p><b>Strategies for Annotation:</b> pg. 335</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> </ul> <p><b>Second Read:</b> pg. 335</p> <ul style="list-style-type: none"> <li>• Determine Central Ideas and Summarize the Text</li> <li>• Analyze Ideas and Events</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL</b>  <b>Students:</b> Comprehension: Time Sequence – 325            Comprehension: Cause and Effect – pg. 327            Vocabulary: Phrasal Verbs – pg. 331            Vocabulary: Idioms – pg. 334</p> <p><b>When Students Struggle:</b>            Determine Central Idea – pg. 328            Facilitate Comprehension – pg. 332</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Summarize a Text – pg. 338a</p> <p><b>Enrichment:</b> Cite Textual Evidence – pg. 338a</p>	<p><b>Analyzing the Text:</b> pg. 336</p> <p><b>Critical Vocabulary:</b> pg. 337</p> <p><b>Vocabulary Strategy:</b>            Context Clues - pg. 337</p> <p><b>Strategies for Annotation:</b> pg. 337</p> <ul style="list-style-type: none"> <li>• Context Clues</li> </ul> <p><b>Language &amp; Style:</b>            Colons and Semicolons – pg. 338</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - from “Deep Survival”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze ideas and events presented in the text, determine the central idea, and summarize the text.</p>					
<b>Required Text</b>					
<p><b>Text:</b> from “Deep Survival” by Laurence Gonzales – pg. 325</p>					

## FROM “DEEP SURVIVAL” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6</p> <p><i>Writing:</i> W.1</p> <p><i>Language:</i> L.2a, L.2b, L.4a</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “Deep Survival” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “A Matter of Life or Death” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Determine Central Idea and Summarize the Text</li> <li>• Determine Figurative Meanings</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “A Matter of Life or Death” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessment</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 336</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Argument – pg. 336</p> <p><b>Selection Test</b> - from “Deep Survival”</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to analyze ideas and events presented in the text, determine the central idea, and summarize the text.</p>					
<p><b>Required Texts</b></p>					
<p><b>Text:</b> from “Deep Survival” by Laurence Gonzales – pg. 325</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

## **STORY – “THE LEAP”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5</p> <p><i>Speaking and Listening:</i> SL.1a</p> <p><i>Language:</i> L.1b, L.4c</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 339-346</p> <ul style="list-style-type: none"> <li>• Support Inferences about Theme</li> <li>• Analyze Author’s Choices: Flashback and Tension</li> <li>• Determine Figurative Meanings</li> </ul> <p><b>Strategies for Annotation:</b> pg. 347 Support Inferences about Theme</p> <p><b>Second Read:</b> pg. 347</p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices: Flashback and Tension</li> <li>• Support Inferences about Theme</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>When Students Struggle:</b> Visualization – pg. 340 Sequencing – pg. 345</p> <p><b>Scaffolding for ELL: Students:</b> Vocabulary: Homophones – pg. 342; Developing Reading Fluency – pg. 344</p> <p><b>To Challenge Students:</b> Interpret Point of View – pg. 346</p> <p><b><u>After Instruction</u></b></p> <p><b>Enrichment:</b> Analyze Character – pg. 350a</p> <p><b>Reteach:</b> Support Inferences About Theme – pg. 350a</p>	<p><b>Analyzing the Text:</b> pg. 348</p> <p><b>Critical Vocabulary:</b> pg. 349</p> <p><b>Vocabulary Strategy:</b> Prefixes – pg. 349</p> <p><b>Language &amp; Style:</b> Relative Clauses – pg. 350</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - from “The Leap”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze the effects of an author’s choices and make inferences about theme.</p>					
<b>Required Text</b>					
<p><b>Text:</b> “The Leap” by Louise Erdrich – pg. 339</p>					

## ***“THE LEAP” INTERVENTION***

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.4, RL.5</p> <p><i>Speaking and Listening:</i> SL.1a</p> <p><i>Language:</i> L.1b, L.4c</p>	<p><b>Prior to the Core Selection and Additional Text</b></p> <p><b>Vocabulary:</b> Front load the vocabulary “The Leap” and “The Lady, or the Tiger?”</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “The Lady, or the Tiger?” by Frank R. Stockton</p> <p><b>Why This Text:</b> Explain why “The Lady, or the Tiger?” was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Support Inferences about Theme</li> <li>• Analyze Author’s Choices: Flashback and Tension</li> <li>• Determine Figurative Meanings</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Additional Text (Teacher’s Resources):</b> “The Lady, or the Tiger?” by Frank R. Stockton</p> <p><b><u>Differentiated Instruction</u></b> While teaching “The Lady, or the Tiger?” differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies *</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Analyzing the Text:</b> pg. 348</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion – pg. 348</p> <p><b>Selection Test -</b> from “The Leap”</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to analyze the effects of an author’s choices and make inferences about theme.</p>					
<p><b>Required Texts</b></p>					
<p><b>Text:</b> “The Leap” by Louise Erdrich – pg. 339</p> <p><b>Additional Texts (Teacher’s Resources):</b> “The Lady, or the Tiger?” by Frank R. Stockton</p>					



## STORY – “THE END AND THE BEGINNING”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.4, RL.5, RL.6  <i>Writing:</i> W.3d, W.9a  <i>Speaking and Listening:</i> 1a  <i>Language:</i> 5a</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p>	<p><b>Modeled Discussions:</b> pg. 351  <b>Close Read:</b> pgs. 351 - 352</p> <ul style="list-style-type: none"> <li>Determine Figurative Meanings</li> <li>Determine Figurative Meanings and Analyze Tone</li> <li>Analyze Theme and Tone</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Language: Phrasal Verbs – pg. 352</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Determine Figurative Meanings and Tone – pg. 354a</p> <p><b>Enrichment:</b> Determine Theme - pg. 354a</p>	<p><b>Analyzing the Text:</b> pg. 354</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>Analyzing the Text</li> </ul> <p><b>Selection Test</b> - “The End and the Beginning”</p>
<b>Required Learning Goal</b>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Strategies for Annotation:</b> pg. 353</p> <ul style="list-style-type: none"> <li>Determine Figurative Meanings and Tone</li> </ul>			
<b>Required Text</b>					
<p><b>Anchor Text:</b> “The End and the Beginning” by Wislawa Szymborska – pg. 351</p>		<p><b>Second Read:</b> pg. 353</p> <ul style="list-style-type: none"> <li>Determine Figurative Meaning and Tone</li> </ul>			

## “THE END AND THE BEGINNING” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.4, RL.5, RL.6  <i>Writing:</i> W.3d, W.9a  <i>Speaking and Listening:</i> 1a  <i>Language:</i> 5a</p>	<p><b>Prior to the Core Selection and Vocabulary:</b> Front load the vocabulary “The Leap” and “The Lady, or the Tiger?”</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p>	<p><b>Close Reader:</b> “The Survivor” by Marilyn Chin and “Who Understands Me But Me” by Jimmy Santiago Baca – pg. 354b (TE) / pg. 91 (Close Reader)</p> <p><b>Why This Text:</b> pg. 354</p> <p><b>Close Read:</b> pg. 354c</p>	<p><b>Close Reader:</b> “The Survivor” by Marilyn Chin and “Who Understands Me But Me” by Jimmy Santiago Baca – pg. 354b (TE) / pg. 91 (Close Reader)</p> <p><b><u>Differentiated Instruction</u></b>  <b>When Students Struggle:</b> pg. 354c</p>	<p><b>Analyzing the Text:</b> pg. 354</p> <p><b>My WriteSmart Performance Task</b> – Write a Reflection – pg. 354</p> <p><b>Selection Test</b> - “The End and the Beginning”</p>
<b>Required Learning Goal</b>		<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> </ul>			
<p>The student will be able to determine the meanings of figurative language and how it influences tone in poetry.</p>					

<b>Required Texts</b>		<ul style="list-style-type: none"> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<ul style="list-style-type: none"> <li>• Determine Figurative Meanings and Tone</li> </ul>	<b>To Challenge Students:</b> pg. 354e	
<p><b>Anchor Text:</b> “The End and the Beginning” by Wislawa Szymborska – pg. 351</p> <p><b>Close Reader:</b> “The Survivor” by Marilyn Chin and “Who Understands Me But Me” by Jimmy Santiago Baca – pg. 354b (TE) / pg. 91 (Close Reader)</p>			<p><b>Read and Cite Text Evidence:</b> pg. 354d</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 354d - 354e</p>	<p><b>Dig Deeper:</b> pg. 354e</p> <p><b><u>Formative Instruction</u></b>  <b>Short Response:</b> pg. 354e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	

## Week Six

### ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK

**Summative Assessments:**

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write an Argument – pg. 355

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.

**Additional selections and resources can be found at**  
<http://my.hrw.com>

# 9<sup>TH</sup> GRADE *COLLECTIONS* UNIT SIX: *HEROES AND QUESTS*

## ENGLISH LANGUAGE ARTS PACING 6 GUIDE

<p><b>Unit’s Focus – <i>Heroes and Quests</i>:</b> The hero’s journey takes many forms, from traveling through forbidding places to exploring the mind.</p>	<p><b>Unit’s Academic Vocabulary:</b> Motivate, Objective, Pursuit, Subsequent, Undertake</p>
<p><b>Essential Question:</b>  <span style="color: #0070c0;">If a journey doesn’t have something to teach you about yourself, then what kind of journey is it?</span></p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Collection Unit Six Assessment:</b> Collection Unit Six Summative Assessment</li> <li><b>Collection Unit Six Performance Task:</b> Research and Write an Analytical Essay – pg. 445</li> </ul>
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literary Text:</i></p> <p><b>RI.9-10.3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5:</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RL.9-10.6:</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.9-10.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><i>Language:</i></p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>L.9-10.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	

**Note: See Additional Reading in the Honors section if you want to incorporate a novel within this unit.**

## Honors Collection Six

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 9<sup>th</sup> grade Honors English course covering the theme of “Heroes and Quests.”

<b>Reading</b>	<b>Writing / Speaking</b>
<p><b><u>Suggestions for Collections Six:</u></b></p> <ul style="list-style-type: none"> <li>• Assign students to read independently a novel aligned with the theme of “Heroes and Quests”</li> <li>• Assign FYI articles from Collection Six</li> <li>• Incorporate the “Additional Texts” from Collection Six (Teacher’s Resources from the Dashboard)</li> <li>• Supplement with additional poetry that fits the theme of “Heroes and Quests”</li> </ul> <p><b><u>Additional Reading:</u></b></p> <ul style="list-style-type: none"> <li>• <b>from Childe Harold's Pilgrimage</b>—George Gordon, Lord Byron</li> <li>• <b>Ulysses</b>—Alfred, Lord Tennyson</li> </ul>	<p><b><u>Suggestions for Collections Six:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit</li> <li>• Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Six</li> <li>• Create a blog that students may discuss the text selections</li> <li>• Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback</li> <li>• When appropriate, students utilize MLA or APA in their writing</li> </ul> <p><b><u>Additional Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Write an essay that answers the following question: If a journey doesn’t have something to teach you about yourself, then what kind of journey is it?</li> <li>• 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 ideas and evidence from three texts to support conclusions.</li> <li>• The point of view in the <i>Odyssey</i> 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 writing a new narrative.</li> <li>• This collection explores the concept of the journey as an act of traveling as well as a personal passage or transformation. 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 text and additional sources to support your conclusions.</li> <li>• Write an essay that answers the following questions: What are the characteristics of a hero and an epic poem? How do the attributes of a hero and the quests change or remain the same over the course of time in literature?</li> <li>• Write an argument essay for/against the support of the space program and space exploration.</li> </ul> <p><b><u>Additional Project Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• If travel is a journey of self-discovery, where would you like to go? Create a multi-modal travel guide depicting a country/region/place and explain the culture, food, currency, ethics, customs, and spiritual beliefs you may</li> </ul>

encounter. Then reflect what you learned about yourself and your beliefs while completing this travel guide project.

## STORY – ANCHOR TEXT ONE: FROM “THE ODYSSEY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Test:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6</p> <p><i>Writing:</i> W.3a, W.3d</p> <p><i>Language:</i> L.1b, L.4c, L.5a</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Story Elements</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Part One:</b> <b>Modeled Discussions:</b> pg. 371</p> <p><b>Close Read:</b> pgs. 365-398</p> <ul style="list-style-type: none"> <li>• The Epic</li> <li>• The Language of Homer</li> <li>• Reading the Epic</li> <li>• Examining the Homeric Epics</li> <li>• Analyze Representations in Different Mediums</li> <li>• Important Characters in the Odyssey</li> <li>• Analyze Character: Epic Hero</li> <li>• Analyze Author’s Choices: Epic Poem</li> <li>• Analyze Figurative Meanings</li> <li>• Determine Theme</li> <li>• Support Inferences</li> <li>• Support Inferences: Draw Conclusions</li> <li>• Analyze Character: Epic Hero</li> </ul> <p><b>Strategies for Annotation:</b> pg. 393</p> <ul style="list-style-type: none"> <li>• Analyze Figurative Meanings</li> </ul>	<p><b>Part One:</b> <b><u>During Instruction</u></b> <b>When Students Struggle:</b></p> <p>Elements of an Epic - pg. 365</p> <p>Vocabulary - pg. 367</p> <p>Flashback - pg. 374</p> <p>Conflict - pg. 378</p> <p>Summarizing - pg. 383</p> <p>Comprehension - pg. 384</p> <p>Plot - pg. 387</p> <p>Paraphrase - pg. 390</p> <p>Plot - pg. 392</p> <p>Sequence Chains - pg. 398</p> <p><b>Scaffolding for ELL Students:</b></p> <p>Comprehend Poetry –pg. 366</p> <p>Clarify Pronunciation –pg. 370</p> <p>Vocabulary: Multiple-Meaning Words – pg. 372</p> <p>Language: Phrasal Verbs – pg. 377</p> <p>Vocabulary: Idiomatic Expressions – pg. 381</p> <p>Use Context Clues – pg. 382</p> <p>Analyze Epic Similes – pg. 386</p> <p>Vocabulary: Compound Words – pg. 391</p>	<p><b>Part One:</b> <b>Analyzing the Text:</b> pg. 399</p> <p><b>Critical Vocabulary:</b> pg. 400</p> <p><b>Vocabulary Strategy:</b> Prefixes –pg. 400</p> <p><b>Part Two:</b> <b>Analyzing the Text:</b> pg. 418</p> <p><b>Critical Vocabulary:</b> pg. 419</p> <p><b>Vocabulary Strategy:</b> Words from Latin – pg. 419</p> <p><b>Language &amp; Style:</b> Absolute Phrases – pg. 420</p>	<p><b>Part One:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p> <p><b>Part Two:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> </ul>
<b>Required Learning Target</b>					
The student will be able to analyze elements of an epic poem, such as plot, setting, theme, and character, as well as its figurative language.					
<b>Required Text</b>					
<b>Anchor Text:</b> from “The Odyssey” Translated by Robert Fitzgerald - pg. 365					

		<p><b>Second Reads:</b> pg. 399</p> <ul style="list-style-type: none"> <li>Analyze Character: Epic Hero</li> </ul> <p><b>Part Two:</b>  <b>Modeled Discussion:</b> pg. 401  <b>Close Read:</b> pgs. 401 – 417</p> <ul style="list-style-type: none"> <li>Analyze Author’s Choices: Epic Poem</li> <li>Analyze Character: Epic Hero</li> <li>Analyze Author’s Choices: Epic Poem</li> <li>Analyze Character</li> <li>Support Inferences</li> <li>Analyze Figurative Meanings</li> <li>Determine Theme</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 413 &amp; 417</p> <ul style="list-style-type: none"> <li>Analyze Figurative Meanings</li> </ul> <p><b>Second Reads:</b> pg. 417</p> <ul style="list-style-type: none"> <li>Analyze Author’s Choices: Epic Poem</li> <li>Analyze Figurative Meanings</li> </ul>	<p>Analyze Figurative Meanings – pg. 396</p> <p><b>To Challenge Students:</b>  Determine Theme - pg. 373  Compare and Contrast - pg. 380  Analyze Author’s Choice - pg. 385  Examine Symbolism – pg. 388</p> <p><b>Part Two:</b>  <u><b>During Instruction</b></u>  <b>To Challenge Students:</b>  Analyze Rhetoric and Details - pg. 402  Compare &amp; Contrast - pg. 409  Analyze Connections - pg. 415</p> <p><b>When Students Struggle:</b>  Comprehensions - pg. 403  Fluent Reading - pg. 408  Inference Chart - pg. 410  Review- pg. 414  Comprehension - pg. 416</p> <p><b>Scaffolding for ELL Students:</b> Define Idioms – pg. 405  Understand Conversational Patterns – pg. 406  Vocabulary: Analyze Epic Similes – pg. 407  Language: Phrasal Verbs – pg. 411</p> <p><u><b>After Instruction</b></u>  <b>Reteach:</b> Analyze Author’s Choice – Level</p>		<ul style="list-style-type: none"> <li>Vocabulary Strategy</li> <li>Language &amp; Style</li> </ul> <p><b>Selection Test</b> - “The Odyssey” - Part Two  * These are instructional strategies that can also be used as formative assessment</p>
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Up Tutorials – Universal and Recurring Themes – pg. 420a  
**Enrichment:** Analyze Character – pg. 420a

## ANCHOR TEXT ONE: FROM “THE ODYSSEY” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literary Test:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6  <i>Writing:</i> W.3a, W3d  <i>Language:</i> L.1b, L.4c, L.5a</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Odyssey” and “The Cyclops”</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Story Elements</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “The Cyclops” by Homer – pg. 420b (TE) / pg. 97 (Close Reader)</p> <p><b>Why This Text:</b> pg. 420b</p> <p><b>Close Reading:</b> pg. 420c</p> <ul style="list-style-type: none"> <li>• Analyze Character: Epic Hero</li> </ul> <p><b>Read &amp; Cite Text Evidence:</b> pgs. 420c – 420j</p> <p><b>Reread &amp; Cite Text Evidence:</b> pgs. 420d - 420j</p> <p><b>Reread &amp; Discuss: Short Response:</b> pg. 420k</p> <ul style="list-style-type: none"> <li>• Cite Textual Evidence</li> </ul>	<p><b>Close Reader:</b> “The Cyclops” by Homer – pg. 420b (TE) / pg. 97 (Close Reader)</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> Character - pg. 420f</p> <p><b>To Challenge Students:</b> pg. 420K</p> <p><b>Dig Deeper:</b> pg. 420k</p> <p><b><u>Formative Assessments</u></b></p> <p><b>Short Response:</b></p> <ul style="list-style-type: none"> <li>• Cite Textual Evidence</li> </ul> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Part One - “The Odyssey”</b></p> <p><b>Analyzing the Text:</b> pg. 399</p> <p><b>Selection Test:</b> “The Odyssey” - Part One</p> <p><b>Part Two– “The Odyssey”</b></p> <p><b>Analyzing the Text:</b> pg. 418</p> <p><b>My WriteSmart Performance Task – Writing Activity:</b> Narrative – pg. 418</p> <p><b>Selection Test - “The Odyssey” - Part Two</b></p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze elements of an epic poem, such as plot, setting, theme, and character, as well as its figurative language.</p>					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “The Odyssey” - pg. 365</p> <p><b>Close Reader:</b> “The Cyclops” by Homer – pg. 420b (TE) / pg. 97 (Close Reader)</p>					



## STORY: FROM “THE CRUELEST JOURNEY: 600 MILE TO TIMBUKTU”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.5, RL.6 <i>Writing:</i> W.2 <i>Language:</i> L.3, L.5.b</p>	<p><b>Focus Comprehension Strategy:</b> Identify Central Idea &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 421-429</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Determine Central Idea and Cite Evidence</li> <li>• Determine Author’s Point of View</li> </ul> <p><b>Strategies for Annotation:</b> pg. 429</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> </ul> <p><b>Second Read:</b> pg. 429</p> <ul style="list-style-type: none"> <li>• Analyze Ideas and Events</li> <li>• Determine Central Idea and Cite Evidence</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL: Students:</b> Identify Present Participles as Different Parts of Speech - pg.421 Language: Conjunctions pg. 425</p> <p><b>When Students Struggle:</b> Reread - pg. 423</p> <p><b>To Challenge Students:</b> Infer Reasons – pg. 424 Investigate Additional Details – pg. 427</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Analyze Ideas and Events – Level Up Tutorials – Reading for Details - pg. 432a</p> <p><b>Enrichment:</b> Write an Analysis - pg. 432a</p>	<p><b>Analyzing the Text:</b> pg. 430</p> <p><b>Critical Vocabulary:</b> pg. 431</p> <p><b>Vocabulary Strategy:</b> Denotation and Connotation pg. 431</p> <p><b>Strategies for Annotation:</b> pg. 431</p> <ul style="list-style-type: none"> <li>• Denotation and Connotation</li> </ul> <p><b>Language &amp; Style:</b> Sentence Length - pg. 432</p>	<p><b>Part One:</b> <b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> -“ The Cruellest Journey:600 Miles to Timbuktu”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to determine the central idea of a text, analyze the ideas and events presented and cite text evidence.</p>					
<b>Required Text</b>					
<p><b>Text:</b> from “The Cruellest Journey: 600 Miles to Timbuktu” by Kira Salak – pg. 421</p>					



## FROM “THE CRUELEST JOURNEY: 600 MILE TO TIMBUKTU” INTERVENTION

Required Standards	Vocabulary	Strategies	Strategies for Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection	
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.3, RL.5, RL.6</p> <p><i>Writing:</i> W.2</p> <p><i>Language:</i> L.3, L.5b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Cruellest Journey: 600 Miles to Timbuktu” and from “The Good Soldiers”</p>	<p><b>Focus Comprehension Strategy:</b> Identify Central Idea &amp; Supporting Details</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> from “The Good Soldiers” by David Finkel – pg. 432b (TE) / pg. 113 (Close Reader) ”</p> <p><b>Why This Text:</b> pg. 432b</p> <p><b>Strategies for Close Reading:</b> pg. 432c</p> <ul style="list-style-type: none"> <li>• Determine Central Idea and Cite Evidence</li> </ul> <p><b>Read &amp; Reread – Cite Text Evidence:</b></p> <ul style="list-style-type: none"> <li>• 432c-432g</li> </ul> <p><b>Reread &amp; Discuss: pgs. 432c – 432g</b></p> <ul style="list-style-type: none"> <li>• Cite Text Evidence</li> <li>• Discuss Using Text Evidence</li> </ul>	<p><b>Close Reader:</b> from “The Good Soldiers” by David Finkel – pg. 432b (TE) / pg. 113 (Close Reader)</p> <p><b><u>Differentiated Instruction When Students Struggle:</u></b> Cite Textual Evidence – pg. 432c</p> <p>Central Idea – pg. 432f</p> <p><b>For ELL Students:</b> pg. 432f</p> <p><b>To Challenge Student:</b> pg. 432g</p> <p><b>Dig Deeper:</b> pg. 432g</p> <p><b><u>Formative Instruction Short Response:</u></b> pg. 432g</p> <p>Cite Textual Evidence</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 430</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Analysis –pg. 430</p> <p><b>Selection Test –</b> “The Cruellest Journey:600 Miles to Timbuktu”</p>	
<p><b>Required Learning Target</b></p>						<p>The student will be able to determine the central idea of a text, analyze the ideas and events presented and cite text evidence.</p>
<p><b>Required Texts</b></p>						<p><b>Text:</b> from “The Cruellest Journey: 600 Miles to Timbuktu” by Kira Salak – pg. 421</p> <p><b>Close Reader:</b> from “The Good Soldiers” by David Finkel – pg. 432b (TE) / pg. 113 (Close Reader)</p>

## STORY – “THE REAL REASONS WE EXPLORE SPACE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.2, RI.3, RI.4, RI.5, RI.6, RI.8 <i>Writing:</i> W.1 <i>Language:</i> L.3, L.4c</p>	<p><b>Focus Comprehension Strategy:</b> Make Judgments</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 433 - 437</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> <li>• Language and Style: Rhetorical Questions</li> <li>• Analyze Author’s Purpose and Rhetoric</li> </ul> <p><b>Strategies for Annotation:</b> pg. 437</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> </ul> <p><b>Second Read:</b> pg. 437</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Vocabulary: Multiple-Meaning Words – pg. 433</p> <p><b>When Students Struggle:</b> pg. 435</p> <p><b>To Challenge Students:</b> Analyze Language - pg. 436</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Delineate and Evaluate an Argument – pg. 440a</p> <p><b>Enrichment:</b> Determine Meaning and Analyze Ideas – pg. 440a</p>	<p><b>Analyzing the Text:</b> pg. 438</p> <p><b>Critical Vocabulary:</b> pg. 439</p> <p><b>Vocabulary Strategy:</b> Synonyms and Antonyms – pg. 439</p> <p><b>Language &amp; Style:</b> Transitions – pg. 440</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language and Style</li> </ul> <p><b>Selection Test</b> - “The Real Reasons We Explore Space”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to delineate and evaluate an argument.					
<b>Required Text</b>					
<b>Text:</b> “The Real Reasons We Explore Space” by Michael Griffin – pg. 433					

**“THE REAL REASONS WE EXPLORE SPACE” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.2, RI.3, RI.4, RI.5, RI.6, RI.8 <i>Writing:</i> W.1 <i>Language:</i> L.3, L.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary:</b> Front load the vocabulary for “The Real Reasons We Explore Space” and the FYI selection</p>	<p><b>Focus Comprehension Strategy:</b> Make Judgments</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Heroes and Quests” collection that support Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> <li>• Language and Style: Rhetorical Questions</li> <li>• Analyze Author’s Purpose and Rhetoric</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Heroes and Quests” collection that support Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 438</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Editorial – pg. 438</p> <p><b>Selection Test –</b> “The Real Reasons We Explore Space”</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to delineate and evaluate an argument.</p>					
<p><b>Required Texts</b></p> <p><b>Text:</b> “The Real Reasons We Explore Space” by Michael Griffin – pg. 433</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

## STORY – “THE JOURNEY”

Required Standards	Strategies	Critical Analysis	Differentiated instruction	Application of Learning	Formative Assessments
<p><i>Reading Literary Text:</i> RL.1, RL.2, RL.4, RL.5</p> <p><i>Speaking &amp; Listening:</i> SL.1, SL.1a</p> <p><i>Language:</i> L5a</p>	<p><b>Focus Comprehension</b> <b>Strategy:</b> Interpret Figurative Language</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 441 – 442</p> <ul style="list-style-type: none"> <li>• As You Read</li> <li>• Analyze Text Structure</li> <li>• Interpret Figurative Language</li> </ul> <p><b>Strategies for Annotation:</b> pg. 443</p> <ul style="list-style-type: none"> <li>• Interpret Figurative Language</li> </ul> <p><b>Second Read:</b> pg. 443</p> <ul style="list-style-type: none"> <li>• Interpret Figurative Language – pg. 443</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students :</b> Comprehension Support – pg. 441</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze a Free Verse Poem – pg. 444a</p> <p><b>Enrichment</b> – Figurative Language and Imagery – pg. 444a</p>	<p><b>Analyzing the Text:</b> pg. 444</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test</b> - “The Journey”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to interpret figurative language.					
<b>Required Text</b>					
<b>Text:</b> “The Journey” by Mary Oliver – pg. 441					

## WEEK SIX

### ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK

**Summative Assessments:**

- **Collection Unit One Assessment:** Collection Unit Six Summative Assessment
- **Collection Unit One Performance Task:** Research and Write an Analytical Essay – pg. 445

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.

**Additional selections and resources can be found at <http://my.hrw.com>**