

10TH GRADE COLLECTIONS UNIT ONE: *OURSELVES AND OTHERS*

ENGLISH LANGUAGE ARTS PACING 1 GUIDE

Unit's Focus - *Ourselves and Others*: This collection explores how we interact with other people—family, enemies, neighbors, strangers, and those with whom we disagree.

Unit's Academic Vocabulary: Discriminate, Diverse, Inhibit, Intervene, Rational

Essential Question:

How do we accept people different from ourselves?

Assessments:

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write an Analytical Essay- pg. 45

Learning Goals for the Unit's Pre & Post Assessments:

Reading Literature

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.3: 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.

RL.9-10.4: 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).

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.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the 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.

Language

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.9-10.3: 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.

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.

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.

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 10th grade Honors English course covering the theme of “Ourselves and Others.”

<u>Reading</u>	<u>Writing / Speaking</u>
<p><u>Suggestions for Collections One:</u></p> <ul style="list-style-type: none"> • Assign students to read independently a novel aligned with the theme of “Ourselves and Others” • Assign FYI articles from Collection One • Incorporate the “Additional Texts” from Collection One (Teacher’s Resources from the Dashboard) • Supplement with additional poetry that fits the theme of “Ourselves and Others” <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • Get Up and Bar the Door—Anonymous • Sonnet 30—Edmund Spenser • When I Have Fears That I May Cease to Be—John Keats • Ah, Are You Digging on My Grave? —Thomas Hardy 	<p><u>Suggestions for Collections One:</u></p> <ul style="list-style-type: none"> • Assign the Unit’s Performance Task A: Present a Speech on page 41. • Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit • Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection One • Create a blog that students may discuss the text selections • Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback • When appropriate, students utilize MLA or APA in their writing <p><u>Additional Writing Activities:</u></p> <ul style="list-style-type: none"> • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following quote: “We, as human beings, must be willing to accept people who are different from ourselves”—Barbara Jordan • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following topic: How do our personal experiences and cultural background influence how we view and respond to others? • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following topic: How discord and violence of war shape both sides of the conflict. • Write an essay explaining: How does the author’s personal experience and cultural background influence his or her point of view and writing? • Write an essay about how the texts in this collection do or do not support the idea that people must accept others who are different from themselves. • Consider how we interact with others, both individuals and groups. Synthesize your ideas about how the texts explore the idea of accepting others by writing an analytical essay. <p><u>Additional Project Ideas:</u></p> <ul style="list-style-type: none"> • Consider the significance of our relationships with others, both individuals and groups, based on the texts and your own experiences; make a generalization about how our relationships with others help define who we are. Prepare and present your ideas in a multi-modal presentation. • Deliver a speech about how people’s relationship with others shape who they are.

STORY – ANCHOR TEXT ONE: “WHAT, OF THIS GOLDFISH, WOULD YOU WISH?”

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</p> <p><i>Speaking and Listening:</i> SL.1a</p> <p><i>Language:</i> L.3, L.4a</p>	<p>Focus Comprehension Strategies: Analyze Character</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 3</p> <p>Close Read: pgs. 3-9</p> <ul style="list-style-type: none"> • Analyze Character • Point of View • Analyze Author’s Choice • Analyze Character: Motivations • Analyze Point of View: Cultural Background <p>Strategies for Annotation: pg. 9</p> <ul style="list-style-type: none"> • Analyze Character: Motivations <p>Second Read: pg. 9</p> <ul style="list-style-type: none"> • Analyze Character: Motivations Analyze Point of View: Cultural Background 	<p><u>During Instruction</u></p> <p>Scaffolding for ELL: Students:</p> <p>Analyze Idioms - pg.4</p> <p>Language: Conventional Patterns - pg. 7</p> <p>When Students Struggle: Comprehension - pg.8</p> <p><u>After Instruction</u></p> <p>Reteach: Analyze Point of View: Cultural Background - Level Up Tutorials - Historical and Cultural Context - pg.12a</p> <p>Enrichment: Analyze How Authors Manipulate Time - pg. 12a</p>	<p>Analyzing the Text: pg. 10</p> <p>Critical Vocabulary: pg. 11</p> <p>Vocabulary Strategy: Context Clues - pg.11</p> <p>Strategies for Annotation: Using Context Clues - pg. 11</p> <p>Language & Style: Formal Versus Informal Tone - pg.12</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - “What, of This Goldfish, Would You Wish?”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Learning Target					
<p>The student will be able to analyze the impact of cultural background on point of view.</p>					
Required Text					
<p>Anchor Text: “What, of This Goldfish, Would You Wish?” by Etgar Keret - pg. 3</p>					

ANCHOR TEXT ONE: “WHAT, OF THIS GOLDFISH, WOULD YOU WISH?” 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</p> <p><i>Speaking and Listening:</i> SL.1a</p> <p><i>Language:</i> L.3, L.4a</p> <p style="background-color: #1a3d4d; color: white; text-align: center;">Learning Target</p> <p>The student will be able to analyze the impact of cultural background on point of view.</p> <p style="background-color: #1a3d4d; color: white; text-align: center;">Required Texts</p> <p>Anchor Text: “What, of This Goldfish, Would You Wish?” by Etgar Keret - pg. 3</p> <p>Close Reader: “The Wife’s Story” by Ursula LeGuin – pg. 12b (TE) 3 / (Close Reader)</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “What, of This Goldfish, Would You Wish?” and “The Wife’s Story”</p>	<p>Focus Comprehension Strategies: Analyze Character</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “The Wife’s Story” by Ursula LeGuin – pg. 12b (TE) 3 / (Close Reader)</p> <p>Why This Text: pg. 12b</p> <p>Close Read: pgs. 12c</p> <ul style="list-style-type: none"> • Analyze Character: Motivations <p>Read and Cite Text Evidence: pgs. 12c – 12e</p> <p>Reread and Cite Text Evidence: pgs. 12d – 12e</p> <p>Reread and Discuss: pg. 12f</p>	<p>Close Reader: “The Wife’s Story” by Ursula LeGuin – pg. 12b (TE) 3 / (Close Reader)</p> <p><u>Differentiated Instruction When Students Struggle:</u> pg. 12c</p> <p>To Challenge Students: pg. 12f</p> <p>Enrichment: Dig Deeper - pg. 12g</p> <p><u>Formative Assessments</u> Short Response: pg. 12f</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 10</p> <p>My WriteSmart Performance Task – Speaking Activity: Discussion - pg. 10</p> <p>Selection Test - “What, of This Goldfish, Would You Wish?”</p>

STORY – MEDIA: “MY SO-CALLED ENEMY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.3, RI.6 <i>Writing:</i> W.1 <i>Speaking and Listening:</i> SL.4</p>	<p>Focus Comprehension Strategies: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pg. 13</p> <ul style="list-style-type: none"> • Analyze Order: Structure and Juxtaposition • Determine Purpose and Point of View <p>Second Read: pg. 14</p> <ul style="list-style-type: none"> • Analyze Order: Structures and Juxtaposition • Determine Purpose and Point of View 	<p><u>During Instruction</u> Scaffolding for ELL: Students: Determine Purpose and Point of View - pg.13</p> <p><u>After Instruction</u> Reteach: Determine Purpose and Point of View - Level Up Tutorial - Author’s Purpose - pg. 14a</p> <p>Enrichment: Support Inferences - pg. 14a</p>	<p>Analyzing the Media: pg. 14</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - Media Analysis: “My So-Called Enemy”</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 how a director unfolds a series of ideas to advance a purpose and a point of view.</p>					
Required Text					
<p>Media: “My So-Called Enemy” directed by Lisa Gossels - pg. 13</p>					

MEDIA: “MY SO-CALLED ENEMY” 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.6 <i>Writing:</i> W.1 <i>Speaking and Listening:</i> SL.4</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “My So Called Enemy” and the FYI selection.</p>	<p>Focus Comprehension Strategies: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the “Ourselves and Others” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Analyze Order: Structure and Juxtaposition • Determine Purpose and Point of View <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>FYI Selection: Choose a selection from the “Ourselves and Others” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Media: pg. 14</p> <p>My WriteSmart Performance Task – Speaking Activity: Argument - pg.14</p> <p>Selection Test - Media Analysis: “My So-Called Enemy”</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze how a director unfolds a series of ideas to advance a purpose and a point of view.</p>					
<p>Required Texts</p>					
<p>Support Text: “My So-Called Enemy” directed by Lisa Gossels - pg. 13</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

**STORY – ANCHOR TEXTS: FROM “TEXAS V. JOHNSON MAJORITY OPINION” &
“AMERICAN FLAG STANDS FOR TOLERANCE”**

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.8, RI.9 <i>Writing:</i> W.2b, W.7 <i>Language:</i> L.1b, L.4b</p>	<p>Focus Comprehension Strategies: Make Inferences</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs 	<p>from “Texas v. Johnson Majority Opinion” – pg. 15</p> <p>Modeled Discussions: pg.15</p> <p>Close Read: pgs. 15- 16</p> <ul style="list-style-type: none"> • Analyze Seminal U.S. Documents <p>Second Read: pg. 17</p> <ul style="list-style-type: none"> • Analyze Seminal U.S. Documents <p>“American Flag Stands for Tolerance - pg. 18</p> <p>Modeled Discussions: pg. 18</p> <p>Close Read: pgs. 18 - 21</p> <ul style="list-style-type: none"> • Analyze Impact of Word Choice • Cite Evidence • Analyze Impact of Word Choice: Compare Tone <p>Strategies for Annotation: pg. 21</p> <ul style="list-style-type: none"> • Analyze Impact of Word Choice: Compare Tone <p>Second Read: pg. 21</p> <ul style="list-style-type: none"> • Cite Evidence • Analyze Impact of Word Choice: Compare Tone 	<p>from “Texas v. Johnson Majority Opinion” – pg. 15</p> <p><u>During Instruction</u> Scaffolding for ELL: Students: Analyze Seminal U.S. Documents - pg.16</p> <p>“American Flag Stands for Tolerance” - pg. 18</p> <p><u>During Instruction</u> Scaffolding for ELL: Students: Cause and Effect - pg.19</p> <p><u>After Instruction</u> Reteach: Cite Evidence - Level Up Tutorials – Evidence - pg. 24a</p> <p>Enrichment: Analyze Themes in Seminal U.S. Documents - pg. 24a</p>	<p>from “Texas v. Johnson Majority Opinion” – pg. 15</p> <p>Analyzing the Text: pg. 17</p> <p>“American Flag Stands for Tolerance” - pg. 18</p> <p>Analyzing Text: pg. 22</p> <p>Critical Vocabulary: pg. 23</p> <p>Vocabulary Strategy: Words from Latin - pg.23</p> <p>Strategies for Annotation: Words from Latin - pg.23</p> <p>Language & Style: Noun Clauses - pg.24</p>	<p>from “Texas v. Johnson Majority Opinion” – pg. 15</p> <p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - from “Texas v. Johnson Majority Opinion”</p> <p>“American Flag Stands for Tolerance” - pg. 18</p> <p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> •Analyzing the Text •Critical Vocabulary •Vocabulary Strategy •Language and Style
<p>Required Learning Target</p> <p>The student will be able to analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice.</p>					
<p>Required Texts</p> <p>Anchor Texts: from “Texas v. Johnson Majority Opinion” by William J. Brennan- pg.15</p> <p>“American Flag Stands for Tolerance” by Ronald Allen – pg. 18</p>					

					<p>Selection Test - “American Flag Stands for Tolerance”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
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ANCHOR TEXTS: FROM “TEXAS V. JOHNSON MAJORITY OPINION” & “AMERICAN FLAG STANDS FOR TOLERANCE” 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.8, RI.9 <i>Writing:</i> W.2b, W.7 <i>Language:</i> L.1b, L.4b</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary “Texas v. Johnson Majority Opinion,” “American Flag Stands for Tolerance,” “Universal Declaration of Human Rights,” and “Towards a True Refuge”</p>	<p>Focus Comprehension Strategies: Make Inferences</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Universal Declaration of Human Rights” – pg. 24b (TE) / pg. 9 (Close Reader)</p> <p>Why This Text: pg. 24b</p> <p>Close Read: pgs. 24c</p> <ul style="list-style-type: none"> • Analyze Seminal Document <p>Read and Cite Text Evidence: pgs. 24c – 24d</p> <p>Reread and Cite Text Evidence: pgs. 24c</p> <p>Reread and Discuss: pg. 24d</p> <p>Close Reader: from “Towards a True Refuge” – pg. 24f (TE) / pg. 11 (Close Reader)</p> <p>Why This Text: pg. 24f</p> <p>Close Read: pgs. 24g</p> <ul style="list-style-type: none"> • Cite Textual Evidence 	<p>Close Reader: “Universal Declaration of Human Rights” – pg. 24b (TE) / pg. 9 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 24c</p> <p>Enrichment: To Challenge Students - pg. 24d</p> <p>Enrichment: Dig Deeper - pg. 24e</p> <p><u>Formative Assessments</u> Short Response: pg. 24d</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be</p>	<p>from “Texas v. Johnson Majority Opinion” – pg. 15</p> <p>Analyzing the Text – pg. 17</p> <p>My WriteSmart Performance Task – Writing Activity: Comparison – pg. 17</p> <p>Selection Test - from “Texas v. Johnson Majority Opinion”</p> <p>“American Flag Stands for Tolerance” - pg. 18</p> <p>Analyzing the Text – pg. 22</p> <p>My WriteSmart Performance Task – Writing Activity: Analysis- pg. 22</p> <p>Selection Test - “American Flag Stands for Tolerance”</p>
<p>Required Learning Target</p> <p>The student will be able to analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice.</p>					
<p>Required Texts</p>					
<p>Anchor Texts: from “Texas v. Johnson Majority Opinion” by William J. Brennan - pg.15</p> <p>“American Flag Stands for Tolerance” by Ronald Allen – pg. 18</p> <p>Close Readers: from the “Universal Declaration of</p>					

<p>Human Rights” – pg. 24b (TE) / pg. 9 (Close Reader)</p> <p>from “Towards a True Refuge” – pg. 24f (TE) / pg. 11 (Close Reader)</p>			<p>Read and Cite Text Evidence: pgs. 24g – 24i</p> <p>Reread and Cite Text Evidence: pgs. 24h</p> <p>Reread and Discuss Using Text Evidence: pg. 24i</p>	<p>used as formative assessments.</p> <p>Close Reader: from “Towards a True Refuge” – pg. 24f (TE) / pg. 11 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 24g</p> <p>Enrichment: To Challenge Students - pg. 24i</p> <p>Enrichment: Dig Deeper - pg. 24i</p> <p><u>Formative Assessments</u> Short Response: pg. 24i</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	
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STORY – “THE LOTTERY”

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.1, W.1d</p> <p><i>Language:</i> L.3, L.4a, L.5b</p>	<p>Focus Comprehension Strategies: Interpret Figurative Language</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 25 - 34</p> <ul style="list-style-type: none"> • Make Inferences • Analyze Impact of Word Choice: Tone • Analyze Language • Analyze Character Development • Identify Symbols and Theme • Analyze Author’s Choices: Tension and Surprise • Use Context Clues • Language and Style: Colloquialisms • Analyze Details in the Text • Determine Central Idea and Details • Denotation and Connotation <p>Strategies for Annotation: pgs. 28 & 35</p> <ul style="list-style-type: none"> • Analyze Author’s Choices: Tension and Surprise <p>Second Read: pg. 35</p> <ul style="list-style-type: none"> • Analyze Impact of Word Choice: Tone • Analyze Author’s Choices: Tension and Surprise 	<p><u>During Instruction</u> Scaffolding for ELL Students: Make Inferences – pg. 25 Identify Symbols and Theme – pg. 27 Analyze Language – pg. 32</p> <p>When Students Struggle: pg. 30</p> <p>To Challenge Students: Reread - pg. 33</p> <p><u>After Instruction</u> Reteach: Vocabulary Strategy: Denotation & Connotation – pg. 38a</p> <p>Enrichment: Attend to Conventions of Letter Writing – pg. 38a</p>	<p>Analyzing the Text: pg. 36</p> <p>Critical Vocabulary: pg. 37</p> <p>Vocabulary Strategy: Denotation & Connotation - pg. 37</p> <p>Language & Style: Colloquialisms – pg. 38</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - “The Lottery”</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 a writer’s choices in terms of pacing, word choice, tone, and mood.</p>					
Required Text					
<p>Text: “The Lottery” by Shirley Jackson – pg. 25</p>					

“THE LOTTERY” 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 <i>Writing:</i> W1, W1d <i>Language:</i> L.3, L.4a, L.5b</p>	<p>Prior to the Core Selection and Additional Texts</p> <p>Vocabulary: Front load the vocabulary for “The Lottery” and “Ah, Are You Digging on My Grave?”</p>	<p>Focus Comprehension Strategies: Interpret Figurative Language</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher Resources): “Ah, Are You Digging on My Grave?” by Thomas Hardy</p> <p>Why This Text: Explain why “Ah, Are You Digging on My Grave?” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Make Inferences • Analyze Language • Use Context Clues • Analyze Details in the Text • Determine Central Idea and Details • Denotation and Connotation <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher Resources): “Ah, Are You Digging on My Grave?” by Thomas Hardy</p> <p><u>Differentiated Instruction</u> While teaching “Ah, Are You Digging on My Grave?” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 36</p> <p>My WriteSmart Performance Task – Writing Activity: Letter – pg. 36</p> <p>Selection Test - “The Lottery”</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze a writer’s choices in terms of pacing, word choice, tone, and mood.</p>					
<p>Required Texts</p>					
<p>Text: “The Lottery” by Shirley Jackson – pg. 25</p> <p>Additional Text (Teacher Resources): “Ah, Are You Digging on My Grave?” by Thomas Hardy</p>					

STORY – “WITHOUT TITLE” FOR MY FATHER WHO LIVED WITHOUT CEREMONY

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 <i>Writing:</i> W.3 <i>Speaking & Listening:</i> SL.1, SL.3, SL.4, SL.6 <i>Language:</i> L.1</p>	<p>Focus Comprehension Strategies: Make Inferences</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pg. 39</p> <ul style="list-style-type: none"> • Support Inferences About Theme • Analyze Language <p>Second Read: pg. 40</p> <ul style="list-style-type: none"> • Support Inferences About Theme 	<p><u>During Instruction</u> Scaffolding for ELL Students: Support Inferences About Theme – pg. 39</p> <p><u>After Instruction</u> Reteach: Analyzing the Impact of Word Choices – Level Up Tutorials – Elements of Poetry - pg. 40a</p> <p>Enrichment: Adapting Speech to Contexts – pg. 40a</p>	<p>Analyzing the Text: pg. 40</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - “Without Title” for my father who lived without ceremony”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will support inferences about theme.					
Required by Text					
Text: “Without Title for my father who lived without ceremony” by Diane Glancy – pg. 39					

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. 45

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>

10TH GRADE COLLECTIONS UNIT TWO: NATURAL WORLD

ENGLISH LANGUAGE ARTS PACING 2 GUIDE

Unit's Focus – *Natural World*: The focus of this collection is on the interaction of man and nature – our effects on nature and nature's effects on us.

Unit's Academic Vocabulary: Advocate, Discrete, Domain, Enhance, Scope

Essential Question:

What can nature teach us about ourselves?

Assessments:

- **Collection Unit Two Assessment:** Summative Assessment
- **Unit Two Performance Task:** Write a Research Report - pg. 83

Learning Goals for the Unit's Pre & Post Assessments:

Reading Literature

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: 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.

RI.9-10.4: 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).

RI.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.9-10.2: 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.

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.9-10.5: 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).

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.

Language

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

b. Use a colon to introduce a list or quotation.

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 Readings 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 10th grade Honors English course covering the theme of “The Natural World.”

<i>Reading</i>	<i>Writing / Speaking</i>
<p><u>Suggestions for Collections Two:</u></p> <ul style="list-style-type: none"> • Assign students to read independently a novel aligned with the theme of “The Natural World” • Assign FYI articles from Collection Two • Incorporate the “Additional Texts” from Collection Two (Teacher’s Resources from the Dashboard) • Supplement with additional poetry that fits the theme of “The Natural World” <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • Snow in the Suburbs—Thomas Hardy • The Pond—Amy Lowell • The Open Boat—Stephen Crane • To Autumn—John Keats • Rime of the Ancient Mariner—Samuel Coleridge 	<p><u>Suggestions for Collections Two:</u></p> <ul style="list-style-type: none"> • Assign the Unit’s Performance Task B: Panel Discussion on page 87 • Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit • Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Two • Create a blog that students may discuss the text selections • Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback • When appropriate, students utilize MLA or APA in their writing <p><u>Additional Writing Activities:</u></p> <ul style="list-style-type: none"> • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following quote: “Wilderness reminds us what it means to be human, what we are connected to rather than what we are separate from.”—Terry Tempest Williams • Write an essay that explains: What are the responsibilities of the individual / society in regards to the health of the natural world? • Write an essay that explains: How might fiction and non-fiction text be used as a vehicle for promoting environmental consciousness? • Write a research report about an interaction between humans and nature. • Write a research report comparing and contrasting human needs versus environmental needs. <p><u>Additional Project Ideas:</u></p> <ul style="list-style-type: none"> • Consider how we examine nature through a variety of viewpoints and genres. Using the texts in the collection and additional research, create a multi-modal presentation that develops your central finding about our relationship with nature. • Consider what we learn about ourselves through our experiences with nature. Referencing the texts, participate in a panel discussion outlining similarities and differences in how the writers express ideas about human nature.

STORY – ANCHOR TEXT ONE: “CALLED OUT”

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.5, RI.6</p> <p><i>Speaking and Listening:</i> SL.1, SL.1d</p> <p><i>Language:</i> L.1b, L.5, L.6</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 51</p> <p>Close Read: pgs. 51-55</p> <ul style="list-style-type: none"> • Determine Central Idea • Determine Word Meanings • Analyze Language <p>Strategies for Annotation: pgs. 55</p> <ul style="list-style-type: none"> • Determine Word Meanings <p>Second Read: pg. 55</p> <ul style="list-style-type: none"> • Determine Central Idea • Determine Word Meanings 	<p><u>During Instruction</u> Scaffolding for ELL Students: Vocabulary Support: Idioms – pg. 52</p> <p>When Students Struggle: Comprehension Support – pg. 54</p> <p><u>After Instruction</u> Reteach: Determine Central Idea – Level Up Tutorials - Main Idea and Supporting Details - pg. 58a</p> <p>Enrichment: Respond Thoughtfully in Discussions – 58a Collaborative Discussion – pg. 58a</p>	<p>Analyzing the Text: pg. 56</p> <p>Critical Vocabulary: pg. 57</p> <p>Vocabulary Strategy: Scientific Terms – pg. 57</p> <p>Strategies for Annotation: Scientific Terms – pg. 57</p> <p>Language & Style: Participial Phrases – pg. 58</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - “Called Out”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Targets					
The student will determine a central idea in an essay and figurative, connotative, and technical meanings of words and phrases.					
Required Text					
Anchor Text: “Called Out” by Barbara Kingsolver – pg. 51					

ANCHOR TEXT ONE: “CALLED OUT” 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.5, RI.6</p> <p><i>Speaking and Listening:</i> SL.1, SL.1d;</p> <p><i>Language:</i> L.1b, L.5, L.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “Called Out” and “Starfish”</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Starfish” by Lorna Dee Cervantes – pg. 58b (TE) / pg. 17 (Close Reader)</p> <p>Why This Text: pg. 58b</p> <p>Close Read: pgs. 58c</p> <ul style="list-style-type: none"> • Determine Central Idea <p>Read and Cite Text Evidence: pgs. 58d – 58e</p> <p>Reread and Cite Text Evidence: pgs. 58d – 58e</p> <p>Reread and Discuss: pg. 58f</p>	<p>Close Reader: “Starfish” by Lorna Dee Cervantes – pg. 58b (TE) / pg. 17 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 58c</p> <p>To Challenge Students: pg. 58f</p> <p>Enrichment: Dig Deeper - pg. 58g</p> <p><u>Formative Assessments</u> Short Response: pgs. 58d & 58f</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 56</p> <p>My WriteSmart Performance Task – Speaking Activity: Analysis – pg. 56</p> <p>Selection Test - “Called Out”</p>
<p>Required Learning Target</p>					
<p>The student will determine a central idea in an essay and figurative, connotative, and technical meanings of words and phrases.</p>					
<p>Required Texts</p>					
<p>Support the Anchor Text: “Called Out” by Barbara Kingsolver – pg. 51-54</p> <p>Close Reader: “Starfish” by Lorna Dee Cervantes – pg. 58b (TE) / pg. 17 (Close Reader)</p>					

STORY: “WHEN I HEARD THE LEARNED ASTRONOMER”

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 <i>Writing:</i> W.4 <i>Speaking and Listening:</i> SL.1</p>	<p>Focus Comprehension Strategy: Summarize Information</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 59-60</p> <ul style="list-style-type: none"> • Analyze Language • Determine Theme Through Objective Summary <p>Second Read: pg. 60</p> <ul style="list-style-type: none"> • Determine Theme Through Objective Summary 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language – pg. 59</p> <p><u>After Instruction</u> Reteach: Determine Theme Through Objective Summary- Level Up Tutorials - Universal and Recurring Themes - pg. 60a</p> <p>Enrichment: Analyze Text Structure- Interactive Whiteboard Lesson- pg. 60a</p>	<p>Analyzing the Text: pg. 60</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>My WriteSmart Performance Task – Writing Activity: Comparison - pg. 60</p> <p>Selection Test – “When I Heard the Learned Astronomer”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Goals					
<p>The student will be able to identify the theme of a poem through writing an objective summary that states the key events and ideas in the poem.</p>					
Required Text					
<p>Text: “When I Heard the Learned Astronomer” by Walt Whitman– pg. 59</p>					

“WHEN I HEARD THE LEARNED ASTRONOMER” 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 <i>Writing:</i> W.4 <i>Speaking and Listening:</i> SL.1</p>	<p>Prior to the Core Selection and Close Reader / FYI / Additional Text</p> <p>Vocabulary: Front load the vocabulary for “When I Heard the Learned Astronomer” and “Snow in the Suburbs”</p>	<p>Focus Comprehension Strategy: Summarize Information</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher Resources): “Snow in the Suburbs” by Thomas Hardy</p> <p>Why This Text: Explain why “Snow in the Suburbs” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Analyze Language • Determine Theme Through Objective Summary <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher Resources): “Snow in the Suburbs” by Thomas Hardy</p> <p><u>Differentiated Instruction</u> While teaching ““Snow in the Suburbs,” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 60</p> <p>My WriteSmart Performance Task – Writing Activity: Comparison - pg. 60</p> <p>Selection Test - “When I Heard the Learned Astronomer”</p>
<p>Required Learning Goals</p>					
<p>The student will be able to identify the theme of a poem through writing an objective summary that states the key events and ideas in the poem.</p>					
<p>Required Texts</p>					
<p>Support the Anchor Text: “When I Heard the Learned Astronomer” – pg. 59</p> <p>Additional Text (Teacher Resources): “Snow in the Suburbs” by Thomas Hardy</p>					

STORY: FROM “HOPE FOR ANIMALS AND THEIR WORLD”

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.2 <i>Language:</i> L.1b, L.4b</p>	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs 	<p>Close Read: pgs. 61-67</p> <ul style="list-style-type: none"> • Analyze Author's Claim • Determine Purpose • Analyze Rhetoric • Analyze Author’s Claim and Determine Purpose <p>Strategies for Annotation: pg. 67</p> <ul style="list-style-type: none"> • Analyze Author's Claim and Determine Purpose <p>Second Read: pg. 67</p> <ul style="list-style-type: none"> • Analyze Author's Claim and Determine Purpose 	<p><u>During Instruction</u> Scaffolding for ELL Students: Determine Purpose - pg. 61 Analyze Language- pg. 64</p> <p>When Students Struggle: pg. 63</p> <p>To Challenge Students: Make Connections- pg. 66</p> <p><u>After Instruction</u> Reteach: Analyze Author's Claim and Determine Purpose - Level Up Tutorials - Elements of an Argument - pg. 70a</p> <p>Enrichment: Analyze Impact of Word Choice on Tone - pg. 70a</p>	<p>Analyzing the Text: pg. 68</p> <p>Critical Vocabulary: pg. 69</p> <p>Vocabulary Strategy: Patterns of Word Changes - pg. 69</p> <p>Strategies for Annotation: Patterns of Word Change- pg. 69</p> <p>Language & Style: Relative Clauses- pg. 70</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - from “Hope for Animals and Their World”</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 claim and purpose.</p>					
Required Text					
<p>Text: from “Hope for Animals and Their World” by Jane Goodall – pg. 61</p>					

FROM “HOPE FOR ANIMALS AND THEIR WORLD” 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 <i>Writing:</i> W.2 <i>Language:</i> L.1b, L.4b</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “Emma Marris: In Defense of Everglades Pythons”</p>	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Emma Marris: In Defense of Everglades Pythons” Blog by Andrew C. Revkin – pg. 70b (TE) / pg. 23 (Close Reader)</p> <p>Why This Text: pg. 70b</p> <p>Close Read: pgs. 70c</p> <ul style="list-style-type: none"> • Analyze Author’s Claim • Determine Purpose • Analyze Rhetoric • Analyze Author’s Claim and Determine Purpose <p>Read and Cite Text Evidence: pgs. 70c – 70d</p> <p>Reread and Cite Text Evidence: pgs. 70d – 70e</p>	<p>Close Reader: “Emma Marris: In Defense of Everglades Pythons” Blog by Andrew C. Revkin – pg. 70b (TE) / pg. 23 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 70c</p> <p>To Challenge Students: pg. 70e</p> <p>Enrichment: Dig Deeper - pg. 70e</p> <p><u>Formative Assessments</u> Short Response: pg. 70e</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 68</p> <p>My WriteSmart Performance Task – Writing Activity: Analysis- pg. 68</p> <p>Selection Test - from “Hope for Animals and Their World”</p>
Required Learning Target					
<p>The student will be able to analyze an author’s claim and purpose.</p>					
Required Texts					
<p>Support the Anchor Text: from “Hope for Animals and Their World” – pg. 61</p> <p>Close Reader: “Emma Marris: In Defense of Everglades Pythons” Blog by Andrew C. Revkin – pg. 70b (TE) / pg. 23 (Close Reader)</p>					

STORY– ANCHOR TEXT TWO: “MY LIFE AS A BAT”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments	
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.7, W.9, W.10 <i>Speaking and Listening:</i> SL.2, SL.4 <i>Language:</i> L.2b, L.4c</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 71</p> <p>Close Read: pgs. 71-75</p> <ul style="list-style-type: none"> • Analyze Author's Choices: Text Structure • Analyze Characters • Determine Figurative Meanings • Determine Theme <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Figurative Meanings – pg. 75 • Using Reference Sources - pg. 77 <p>Second Read: pg.75</p> <ul style="list-style-type: none"> • Determine Figurative Meaning • Analyze Author's Choices: Text Structure 	<p><u>During Instruction</u> Scaffolding for ELL Students: Determine Figurative Meanings - pg. 72 When Students Struggle: pg. 74</p> <p><u>After Instruction</u> Reteach: Analyze Author's Choices: Text Structure - Level Up Tutorials - Plot: Sequence of Events - pg. 78a</p> <p>Enrichment: Conducting Research on the Web - pg. 78a</p>	<p>Analyzing the Text: pg. 76</p> <p>Critical Vocabulary: pg. 77</p> <p>Vocabulary Strategy: Using Reference Sources - pg. 77</p> <p>Strategies for Annotation: Using Reference Sources - pg. 77</p> <p>Language & Style: Colons and Dashes - pg. 78</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - "My Life as a Bat"</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>	
<p>Required Learning Target</p>						<p>The student will be able to analyze a writer's choices in terms of text structure, figurative meaning, and tone.</p>
<p>Required Text</p>						<p>Anchor Text: " My Life as a Bat" by Margaret Atwood - pg. 71</p>

ANCHOR TEXT TWO: “MY LIFE AS A BAT” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection	
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.7, W.9, W.10 <i>Speaking and Listening:</i> SL.2, SL.4 <i>Language:</i> L.2b, L.4c</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for "My Life as a Bat" and "The Seventh Man"</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “The Seventh Man” by Karuki Murakami - pg. 78b (TE) / pg. 27 (Close Reader)</p> <p>Why This Text: pg. 78b</p> <p>Close Read: pgs. 78c</p> <ul style="list-style-type: none"> • Determine Figurative Meanings <p>Read and Cite Text Evidence: pgs. 78c – 70k</p> <p>Reread and Cite Text Evidence: pgs. 78d – 78i</p> <p>Reread and Discuss: pgs. 78f – 78j</p>	<p>Close Reader: “The Seventh Man” by Karuki Murakami - pg. 78b (TE) / pg. 27 (Close Reader)</p> <p><u>Differentiated Instruction When Students Struggle:</u> pg. 78c</p> <p>Enrichment: To Challenge Students - pg. 78l</p> <p>Enrichment: Dig Deeper - pg. 78m</p> <p><u>Formative Assessments</u></p> <p>Short Response: pg. 78l</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 76</p> <p>My WriteSmart Performance Task – Speaking Activity: Research - pg. 76</p> <p>Selection Test - "My Life as a Bat"</p>	
<p>Required Learning Target</p>						<p>The student will be able to analyze a writer's choices in terms of text structure, figurative meaning, and tone.</p>
<p>Required Text</p>						<p>Anchor Text: "My Life as a Bat" by Margaret Atwood - pg. 71</p> <p>Close Reader: “The Seventh Man” by Karuki Murakami - pg. 78b (TE) / pg. 27 (Close Reader)</p>

STORY – “CARRY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading and Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5</p> <p><i>Writing:</i> W.4</p> <p><i>Speaking and Listening:</i> SL.1, SL.1a, SL.1c</p> <p><i>Language:</i> L.5b</p>	<p>Focus Comprehension Strategy: Make Inference</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 79-81</p> <ul style="list-style-type: none"> • Support Inferences About Theme • Analyze Author's Choice <p>Strategies for Annotation: pg. 81</p> <ul style="list-style-type: none"> • Support Inferences About Theme <p>Second Read: pg. 81</p> <ul style="list-style-type: none"> • Support Inferences About Theme 	<p><u>During Reading</u> Scaffolding for ELL Students: Pronoun Referents - pg. 79</p> <p><u>After Reading</u> Reteach: Analyze Figurative Meanings - pg. 82a</p> <p>Enrichment: Pose and Respond Questions - pg. 82a</p>	<p>Analyzing the Text: pg. 82</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - “Carry”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to support inferences about theme.					
Required Text					
Anchor Text: "Carry" by Linda Hogan - pg. 79					

WEEK SIX

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

Summative Assessments:

- **Collection Unit Two Assessment:** Collection Unit Two Summative Assessment
- **Unit Tw Performance Task:** Write a Research Report - pg. 83

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>

10TH GRADE COLLECTIONS UNIT THREE: *RESPONSES TO CHANGE*

ENGLISH LANGUAGE ARTS PACING 3 GUIDE

Unit's Focus - <i>Responses to Change</i>: Change is inevitable; how we respond to it reveals who we are.	Unit's Academic Vocabulary: Abstract, Evolve, Explicit, Facilitate, Infer
Essential Question: How does our response to change reveal who we are?	Assessments: <ul style="list-style-type: none"> Collection Unit Three Assessment: Summative Assessment Collection Unit Three Performance Task(s): Task B: Write an Argument - pg. 149

Learning Goals for the Unit's Pre & Post Assessments:

Reading Literature

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: 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.

RL.9-10.7: 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).

Reading Informational Text

RI.9-10.2: 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.

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).

Language

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.9-10.4: 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.

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).

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Writing

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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 10th grade Honors English course covering the theme of “Responses to Change.”

<i>Reading</i>	<i>Writing/Speaking</i>
<p><u>Suggestions for Collections Three:</u></p> <ul style="list-style-type: none"> • Assign students to read independently a novel aligned with the theme of “Responses to Change” • Assign FYI articles from Collection Three • Incorporate the “Additional Texts” from Collection Three (Teacher’s Resources from the Dashboard) • Supplement with additional poetry that fits the theme of “Responses to Change” <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • The Tide Rises, the Tide Falls—Henry Wadsworth Longfellow • The Chambered Nautilus—Oliver Wendell Holmes • Sonnet 75—Edmund Spenser • Sonnet 18—William Shakespeare • Antigone—Sophocles • The Chosen—Chaim Potok • The Importance of Being Earnest—Oscar Wilde 	<p><u>Suggestions for Collections Two:</u></p> <ul style="list-style-type: none"> • Assign the Unit’s Performance Task A: Panel Discussion on page 145 • Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit • Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Three • Create a blog that students may discuss the text selections • Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback • When appropriate, students utilize MLA or APA in their writing <p><u>Additional Writing Activities:</u></p> <ul style="list-style-type: none"> • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following quote: “When the wind of change blows, some build walls while others build windmills.”—Chinese Proverb • Write an argument about the positive and negative aspect of change. • Consider how response to change is presented in the texts. Is the change perceived as mostly positive or negative or a combination of both? Synthesize your ideas by writing an argumentative essay. • Write an essay that answers: How do internal and external factors influence how one responds to change? How does text influence response to change? <p><u>Additional Project Ideas:</u></p> <ul style="list-style-type: none"> • Create a multi-modal presentation that depicts and answers what is the relationship between change and growth and how is this relationship examined in text? • Participate in a panel discussion about the ways in which people either do or do not adapt to change. • Consider how people respond to change. Synthesize your ideas about the texts by making a generalization about the ways in which people adapt to a major change. Make your case in a panel discussion, citing evidence from the texts to support your points.

STORY – ANCHOR TEXT ONE: FROM THE METAMORPHOSIS

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6</p> <p><i>Writing:</i> W.4</p> <p><i>Speaking and Listening:</i> SL.1</p>	<p>Focus Comprehension Strategy: Make Inferences</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 93</p> <p>Close Read: pgs. 93- 105</p> <ul style="list-style-type: none"> • Analyze Author’s Choices: Text Structure • Analyze Theme • Support Inferences • Analyze Characters • Analyze Author’s Choices: Tension and Surprise • Analyze Word Choice • Analyze Impact of Word Choice: Tone • Determine Word Meanings • Analyze Point of View: Cultural Background <p>Second Read: pg. 106 Support Inferences</p>	<p><u>During Instruction</u> Scaffolding for ELL Students: Idioms- pgs. 94 & 98</p> <p>When Students Struggle: Summarize - pg. 96 Character development- pg. 100 Reading with prosody - pg. 102</p> <p>To Challenge Students: Theme - pg. 103 Tone - pg. 105</p> <p><u>After Instruction</u> Reteach: Support Inferences- Level Up Tutorial - Making Inferences About Characters - pg. 106a</p> <p>Enrichment: Analyze Complex Characters - Interactive Whiteboard Lesson - pg. 106a</p>	<p>Analyzing the Text: pg. 106</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - from <i>The Metamorphosis</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to cite text evidence to support inferences.					
Required Text					
Anchor Text: from <i>The Metamorphosis</i> by Franz Kafka - pg. 93					

ANCHOR TEXT ONE: FROM *THE METAMORPHOSIS* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 <i>Writing:</i> W.4 <i>Speaking and Listening:</i> SL.1</p>	<p>Prior to the Core Selection and Close Reader / FYI / Additional Text</p> <p>Vocabulary: Front load the vocabulary from <i>The Metamorphosis</i> and “Sonnet 18”</p>	<p>Focus Comprehension Strategy: Make Inferences</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs 	<p>Additional Text (Teacher Resources): “Sonnet 18” by William Shakespeare</p> <p>Why This Text: Explain why “Sonnet 18” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> •Cite strong and thorough textual evidence •Analyze Author’s Choices: Text Structure •Analyze Theme •Support Inferences •Analyze Characters •Analyze Author’s Choices: Tension and Surprise •Analyze Word Choice •Analyze Impact of Word Choice: Tone •Determine Word Meanings <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher Resources): “Sonnet 18” by William Shakespeare</p> <p><u>Differentiated Instruction</u> While teaching “Sonnet 18,” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 106</p> <p>My WriteSmart Performance Task – Speaking Activity: Discussion - pg. 106</p> <p>Selection Test - from <i>The Metamorphosis</i></p>
Required Learning Target					
<p>The student will be able to cite text evidence to support inferences.</p>					
Required Texts					
<p>Support the Anchor Text: from <i>The Metamorphosis</i> by Franz Kafka - pg. 93</p> <p>Additional Text (Teacher Resources): “Sonnet 18” by William Shakespeare</p>					

STORY – ANCHOR TEXT TWO: FROM *THE METAMORPHOSIS*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.7, RL.9 <i>Writing:</i> W.4 <i>Speaking and Listening:</i> SL.1-1a, SL.4 <i>Language:</i> L.1b, L.4-a-d</p>	<p>Focus Comprehension Strategy: Analyze Representations in Different Mediums</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 107</p> <p>Close Read: pgs. 107-125</p> <ul style="list-style-type: none"> • Analyze Representations in Different Mediums • Analyze How an Author Draws on Source Material • Support Inferences About Character • Summarize a Text • Support Inferences About Theme • Determine the Meaning of Words • Analyze Word Choice • Analyze Idioms • Analyze Characters • Determine Figurative Meanings • Analyze Author’s Choices: Tension and Suspense 		<p>Analyzing the Text: pg. 126</p> <p>Critical Vocabulary: pg. 127</p> <p>Vocabulary Strategy: Verifying Word Meanings- pg. 127</p> <p>Strategies for Annotation: Verifying Word Meanings- pg. 127</p> <p>Language & Style: Prepositional, Adjectival, and Adverbial Phrases - pg. 128</p>	<p><u>Close Read Activities - Instructional Strategies</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - from <i>The Metamorphosis</i> Graphic Novel</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 representations in different mediums.</p>					
Required Text					
<p>Anchor Text: from <i>The Metamorphosis</i> Graphic Novel by Peter Kuper - pg. 107</p>					

ANCHOR TEXT TWO: FROM THE METAMORPHOSIS INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5, RL.7, RL.9 <i>Writing:</i> W.4 <i>Speaking and Listening:</i> SL.1-1a, SL.4 <i>Language:</i> L.1b, L.4-a-d</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for from <i>The Metamorphosis</i> and “The Starry Night”</p>	<p>Focus Comprehension Strategy: Analyze Representations in Different Mediums</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: <i>The Starry Night</i> Painting by Vincent van Gough & “The Starry Night” Poem by Anne Sexton – pg. 128b (TE) / pg. 47 (Core Reader)</p> <p>Why This Text: pg. 128b</p> <p>Close Read: pgs. 128c</p> <ul style="list-style-type: none"> • Analyze Representation in Different Mediums <p>Read and Cite Text Evidence: pgs. 128d</p> <p>Reread and Cite Text Evidence: pgs. 128d – 128e</p>	<p>Close Reader: “The Starry Night” Painting by Vincent van Gough & “The Starry Night” Poem by Anne Sexton – pg. 128b (TE) / pg. 47 (Core Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 128c</p> <p>To Challenge Students - pg. 128e</p> <p>Enrichment: Dig Deeper - pg. 128e</p> <p><u>Formative Assessments</u> Short Response: pg. 128e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 126</p> <p>My WriteSmart Performance Task – Speaking Activity: Comparison – pg. 126</p> <p>Selection Test - from <i>The Metamorphosis</i> Graphic Novel</p>
Required Learning Target					
<p>The student will be able to analyze representations in different mediums.</p>					
Required Texts					
<p>Anchor Text: from <i>The Metamorphosis</i> Graphic Novel by Peter Kuper - pg. 107</p> <p>Close Reader: <i>The Starry Night</i> Painting by Vincent van Gough & “The Starry Night” Poem by Anne Sexton – pg. 128b (TE) / pg. 47 (Core Reader)</p>					

STORY – FROM “SIMPLEXITY”

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</p> <p><i>Writing:</i> W.2</p> <p><i>Speaking and Listening:</i> SL.1</p> <p><i>Language:</i> L.1, L.4, L.5</p>	<p>Focus Comprehension Strategy: Identify Cause & Effect</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 129-133</p> <ul style="list-style-type: none"> • Analyze Author’s Order: Cause and Effect • Determine Technical Meanings <p>Strategies for Annotation: pg. 133</p> <ul style="list-style-type: none"> • Analyze Author’s Order: Cause and Effect <p>Second Read: pg. 133</p> <ul style="list-style-type: none"> • Analyze Author’s Order: Cause and Effect • Determine Technical Meanings 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Author’s Order: Cause and Effect - pg. 129 Language and Style: Transitional Words and Phrases- pg. 136</p> <p>When Students Struggle: Use of Parentheses - pg. 131</p> <p>Enrichment: To Challenge Students - pg. 132</p> <p><u>After Instruction</u> Reteach: Analyze Author’s Order: Cause and Effect - Level Up Tutorials - Cause and Effect Organization - pg. 136a</p> <p>Enrichment: Use Precise Language - pg. 136a</p> <p>Enhancement - FYI</p>	<p>Analyzing the Text: pg. 134</p> <p>Critical Vocabulary: pg. 135</p> <p>Vocabulary Strategy: Figurative Meanings - pg. 135</p> <p>Strategies for Annotation: Figurative Meanings - pg. 135</p> <p>Language & Style: Transitional Words and Phrases- pg. 136</p>	<p><u>Close Read Activities - Instructional Strategies</u> Quick Writes</p> <ul style="list-style-type: none"> • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - from “Simplexity”</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 use cause-and-effect relationships to make connections between ideas and events.</p>					
Required Anchor Text					
<p>Anchor Text: from “Simplexity” by Jeffrey Kluger – pg. 129</p>					

FROM “SIMPLEXITY” 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 <i>Writing:</i> W.2 <i>Speaking and Listening:</i> SL.1 <i>Language:</i> L.1, L.4, L.5</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary from “Simplexity” and the FYI selection</p>	<p>Focus Comprehension Strategy: Identify Cause & Effect</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the “Responses to Change” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Analyze Author’s Order: Cause and Effect • Determine Word Meanings <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>FYI Selection: Choose a selection from the “Responses to Change” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught. Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 134</p> <p>My WriteSmart Performance Task – Writing Activity: Analysis - pg. 134</p> <p>Selection Test - from “Simplexity”</p>
<p>Required Learning Target</p>					
<p>The student will be able to use cause-and-effect relationships to make connections between ideas and events.</p>					
<p>Required Anchor Texts</p>					
<p>Anchor Text: from “Simplexity” by Jeffrey Kluger – pg. 129</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

STORY – “MAGIC ISLAND”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.4 <i>Writing:</i> W.1 <i>Language:</i> L.1b</p>	<p>Focus Comprehension Strategy: Interpret Figurative Language</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 137-139</p> <ul style="list-style-type: none"> • Determine Figurative Meanings • Support Inferences About Theme <p>Second Read: pg. 139</p> <ul style="list-style-type: none"> • Support Inferences About Theme 	<p><u>During Instruction</u> Scaffolding for ELL Students: Support Inferences About Theme- pg. 137</p> <p>When Students Struggle: Metaphors and Similes - pg. 138</p> <p><u>After Instruction</u> Reteach: Support Inferences About Theme - Level Up Tutorials – Theme - pg. 140a</p> <p>Enrichment: Use Various Types of Phrases - pg. 140a</p>	<p>Analyzing the Text: pg. 139</p> <p>Language & Style: Noun Phrases and Verb Phrases - pg. 140</p>	<p><u>Close Read Activities - Instructional Strategies</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Language and Style <p>Selection Test - “Magic Island”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze language and make inferences about the theme of a poem.</p>					
<p>Required Text</p>					
<p>Text: “Magic Island” by Cathy Song – pg. 137</p>					

“MAGIC ISLAND” 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 <i>Writing:</i> W.1 <i>Language:</i> L.1b</p>	<p>Prior to the Core Selection and Close Reader / FYI / Additional Text</p> <p>Vocabulary: Front load the vocabulary “Magic Island” and “The Tide Rises, the Tide Falls”</p>	<p>Focus Comprehension Strategy: Interpret Figurative Language</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher Resources): “The Tide Rises, the Tide Falls” by Henry Wadsworth Longfellow</p> <p>Why This Text: Explain why “The Tide Rises, the Tide Falls” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Determine Figurative Meanings • Support Inferences About Theme <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher Resources): “The Tide Rises, the Tide Falls” by Henry Wadsworth Longfellow</p> <p><u>Differentiated Instruction</u> While teaching “The Tide Rises, the Tide Falls”, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 139</p> <p>My WriteSmart Performance Task – Writing Activity: Argument - pg. 139</p> <p>Selection Test - “Magic Island”</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze language and make inferences about the theme of a poem.</p>					
<p>Required Texts</p>					
<p>Anchor Text: “Magic Island” by Cathy Song – pg. 137</p> <p>Additional Text (Teacher Resources): “The Tide Rises, the Tide Falls” by Henry Wadsworth Longfellow</p>					

STORY – FROM RIVERS AND TIDES

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.5, RI.7 <i>Speaking and Listening:</i> SL.5</p>	<p>Focus Comprehension Strategy: Analyze Development of Ideas</p>	<p>Close Read: pgs. 141-143</p> <ul style="list-style-type: none"> Analyze Development of Ideas 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyzing the Media- pg. 142</p> <p>When Students Struggle: Describing Literary or Visual Works - pg. 143</p> <p><u>After Instruction</u> Reteach: Analyze Development of Ideas - Level Up Tutorials - Main Ideas and Supporting Detail - pg. 144a</p> <p>Enrichment: Interactive Whiteboard Lesson - Using Media in Presentations - pg. 144a</p>	<p>Analyzing the Media: pg. 144</p>	<p><u>Close Read Activities - Instructional Strategies</u></p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> Analyzing the Media <p>Selection Test - from <i>Rivers and Tides</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p> <p>The student will analyze the development of ideas in a documentary.</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Second Read: pg. 142</p> <ul style="list-style-type: none"> Analyze Development of Ideas 			
<p>Required Media</p> <p>Anchor Text: from <i>Rivers and Tides</i> by Thomas Riedelsheimer – pg. 141</p>					

FROM RIVERS AND TIDES 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.5, RI.7 <i>Speaking and Listening:</i> SL.5</p>	<p>Prior to the Core Selection and Close Reader / FYI</p>	<p>Focus Comprehension Strategy: Analyze Development of Ideas</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting 	<p>Close Reader: “Life After People” by Dolores Vasquez – pg. 144b (TE) / pg. 51 (Close Reader)</p> <p>Why This Text: pg. 144b</p>	<p>Close Reader: “Life After People” by Dolores Vasquez – pg. 144b (TE) / pg. 51 (Close Reader)</p> <p><u>Differentiated Instruction</u></p>	<p>Analyzing the Text: pg. 144</p> <p>My WriteSmart Performance Task – Media Activity: Reflection - pg. 144</p>
<p>Required Learning Target</p>	<p>Vocabulary: Front load the vocabulary for from <i>Rivers and Tides</i></p>				

<p>The student will analyze the development of ideas in a documentary.</p>	<p>and “Life After People”</p>	<ul style="list-style-type: none"> • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 144c</p> <ul style="list-style-type: none"> • Analyze Development of Ideas <p>Read and Cite Text Evidence: pgs. 144c - 144d</p> <p>Reread and Cite Text Evidence: pgs. 144d</p> <p>Reread and Discuss Using Text Evidence: pg. 144e</p>	<p>When Students Struggle: pg. 144c</p> <p>Enrichment: To Challenge Students - pg. 144e</p> <p>Enrichment: Dig Deeper - pg. 144e</p> <p><u>Formative Assessments</u></p> <p>Short Response: pg. 144e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs • Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Selection Test - from <i>Rivers and Tides</i></p>
<p>Required Text/ Media</p>					
<p>Anchor Text: from <i>Rivers and Tides</i> by Thomas Riedelsheimer – pg. 141</p> <p>Close Reader: “Life After People” by Dolores Vasquez – pg. 144b (TE) / pg. 51 (Close Reader)</p>					

WEEK SIX

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

Summative Assessments:

- **Collection Unit Three Assessment:** Collection Unit Three Summative Assessment
- **Collection Unit Three Performance Task(s):** Task B: Write an Argument - pg. 149

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>

10TH GRADE COLLECTIONS UNIT FOUR: *HOW WE SEE THINGS*

ENGLISH LANGUAGE ARTS PACING 4 GUIDE

Unit's Focus - <i>How We See Things</i>: Our view of the world depends not only on our five senses but also on technology and surprising insights.	Unit's Academic Vocabulary: Differentiate, Incorporate, Mode, Orient, Perspective
Essential Question: What shapes our view of the world?	Assessments: <ul style="list-style-type: none"> • Collection Unit Four Assessment: Summative Assessment • Collection Unit Four Performance Task(s): Write a Short Story—pg. 197-200

Learning Goals for the Unit's Pre & Post Assessments:

Reading Literature

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: 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.

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.

RL.9-10.6: 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.

Reading Informational Text

RI.9-10.2: 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.

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.9-10.5: 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).

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.

c. Spell correctly.

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.

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 Four

In addition to the core English curriculum, below are additional suggestions that may be used to raise the rigor in the 10th grade Honors English course covering the theme of “How We See Things.”

<i>Reading</i>	<i>Writing/Speaking</i>
<p><u>Suggestions for Collections Four:</u></p> <ul style="list-style-type: none"> • Assign students to read independently a novel aligned with the theme of “How We See Things” • Assign FYI articles from Collection Four • Incorporate the “Additional Texts” from Collection Four (Teacher’s Resources from the Dashboard) • Supplement with additional poetry that fits the theme of “How We See Things” <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • Ode on Solitude—Alexander Pope • Huswifery—Edward Taylor • Miniver Cheevy—Edwin Arlington Robinson • Sonnet 116—William Shakespeare • Sonnet 130—William Shakespeare • When I Consider How My Light Is Spent—John Milton • The Little Boy Lost—William Blake • The Little Boy Found—William Blake • Composed Upon Westminster Bridge, September 3, 1802—William Wordsworth • She Walks in Beauty—George Gordon, Lord Byron • Ode on a Grecian Urn—John Keats 	<p><u>Suggestions for Collections Four:</u></p> <ul style="list-style-type: none"> • Assign the Unit’s Performance Task A: Present a Speech on page 193 • Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit • Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Four • Create a blog that students may discuss the text selections • Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback • When appropriate, students utilize MLA or APA in their writing <p><u>Additional Writing Activities:</u></p> <ul style="list-style-type: none"> • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following quote: “The question is not what you look at, but what you see.”—Henry David Thoreau • Write a short story using techniques employed by authors in this collection. • The text(s) in this collection focus on how individuals see things, both from a scientific viewpoint and from a more subjective, emotional perspective. Synthesize your ideas about the text(s) by writing a suspenseful or surprising short story. • Write an essay that defines and answers: Are there certain truths that can be considered universal or absolute? How does perception alter these truths? • Write an essay that depicts and explains: How do authors influence the perception of the reader through word choice and the usage of literary devices? Use textual evidence from this collection to support your position. <p><u>Additional Project Ideas:</u></p> <ul style="list-style-type: none"> • Create a multi-modal presentation about how we perceive things. • This collection focuses on how we perceive the world around us. Synthesize your ideas about the text(s) by preparing and presenting a speech.

STORY – ANCHOR TEXTS ONE & TWO: “WE GROW ACCUSTOMED TO THE DARK” & “BEFORE I GOT MY EYE PUT OUT”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p>Reading Literature: RL.1, RL.2, RL.4, RL.5; Writing: W.1; Speaking and Listening: SL.1; Language: L.1, L.2</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 155</p> <p>Close Read: pgs. 155-158</p> <ul style="list-style-type: none"> • Author’s History • Analyze Author’s Choices: Poetic Structure • Cite Evidence: Paraphrase and Summary <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Author’s Choices: Poetic Structure—pg. 158 <p>Second Read: pg. 158</p> <ul style="list-style-type: none"> • Cite Evidence: Paraphrase and Summary • Analyze Author’s Choices: Poetic Structure 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Author’s Choices: Poetic Structure—pg. 156</p> <p>When Students Struggle: Clarifying Questions—pg. 157</p> <p><u>After Instruction</u> Reteach: Analyze Author’s Choices: Poetic Structure—Level Up Tutorials - Elements of Poetry—pg. 160a</p> <p>Enrichment: Determine Figurative Meanings—pg. 160a</p>	<p>Analyzing the Text: pg. 159</p> <p>Language & Style: Writing Conventions—pg. 160</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Language and Style <p>Selection Test - “We grow accustomed to the Dark” and “Before I got my eye put out”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p> <p>The student will be able to identify and compare poetic structure across two poems as well as paraphrase and summarize ideas.</p>					
<p>Required Texts</p>					
<p>Anchor Texts: “We grow accustomed to the Dark” and “Before I got my eye put out” by Emily Dickinson—pgs. 155</p>					

ANCHOR TEXTS ONE & TWO: “WE GROW ACCUSTOMED TO THE DARK” & “BEFORE I GOT MY EYE PUT OUT” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p>Reading Literature: RL.1, RL.2, RL.4, RL.5; Writing: W.1; Speaking and Listening: SL.1; Language: L.1, L.2</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “We grow accustomed to the Dark,” “Before I got my eye put out,” “The Trouble with Poetry” and “Today”</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “The Trouble with Poetry” and “Today” by Billy Collins – pg. 160b (TE) / pg. 57 (Close Reader)</p> <p>Why These Texts: pg. 160b</p> <p>Close Read: pg. 160c</p> <ul style="list-style-type: none"> • Cite Evidence: Paraphrase and Summarize <p>Read and Cite Text Evidence: pgs. 160d – 160e</p> <p>Reread and Cite Text Evidence: pgs. 160d – 160f</p>	<p>Close Reader: “The Trouble with Poetry” and “Today” by Billy Collins – pg. 160b (TE) / pg. 57 (Close Reader)</p> <p><u>Differentiated Instruction</u></p> <p>When Students Struggle: pg. 160c</p> <p>To Challenge Students - pg. 160f</p> <p>Enrichment: Dig Deeper - pg. 160g</p> <p><u>Formative Assessments</u></p> <p>Short Response: pgs. 160e & 160f</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 159</p> <p>My WriteSmart Performance Task – Writing Activity: Essay – pg. 159</p> <p>Selection Test - “We grow accustomed to the Dark” and “Before I got my eye put out”</p>
<p>Required Learning Target</p> <p>The student will be able to identify and compare poetic structure across two poems as well as paraphrase and summarize ideas.</p>					
<p>Required Texts</p> <p>Anchor Texts: “We grow accustomed to the Dark” and “Before I got my eye put out” by Emily Dickinson—pgs. 155</p> <p>Close Reader: “The Trouble with Poetry” and “Today” by Billy Collins – pg. 160b (TE) / pg. 57 (Close Reader)</p>					

STORY – ANCHOR TEXT THREE: “COMING TO OUR SENSES”

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</p> <p><i>Writing:</i> W 5</p> <p><i>Speaking and Listening:</i> SL.1a;</p> <p><i>Language:</i> L.1a, L.4a, L.4c</p>	<p>Focus Comprehension Strategy: Analyze Impact of Word Choice</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 161</p> <p>Close Read: pgs. 161-167</p> <ul style="list-style-type: none"> • Analyze Development of Ideas • Analyze Author’s Use of Rhetoric • Analyze Impact of Word Choice: Tone • Determine Central Ideas <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Central Idea and Analyze Its Development—pg. 167 • Understanding Context—pg. 169 <p>Second Read: pg. 167</p> <ul style="list-style-type: none"> • Analyze Development of Ideas 	<p><u>During Instruction</u></p> <p>Scaffolding for ELL Students:</p> <p>Analyze Language - pg. 162</p> <p>When Students Struggle:</p> <p>Comprehension Check - pg. 164</p> <p>Analogies - pg. 166</p> <p>Parallel Structure - pg. 170</p> <p>To Challenge Students:</p> <p>Discussion - pg. 165</p> <p><u>After Instruction</u></p> <p>Reteach:</p> <p>Analyze Development of Ideas—Interactive Graphic Organizer—pg. 170a</p> <p>Enrichment:</p> <p>Analyze How Author’s Develop Ideas—pg. 170a</p>	<p>Analyzing the Text: pg. 168</p> <p>Critical Vocabulary: pg. 169</p> <p>Vocabulary Strategy: Using Reference Sources—pg. 169</p> <p>Strategies for Annotation:</p> <p>Determine Central Idea and Analyze Its Development—pg. 167</p> <p>Understanding Context—pg. 169</p> <p>Language & Style:</p> <p>Parallel Structure—pg. 170</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test -</p> <p>“Coming to Our Senses”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>	
Learning Target						
The student will be able to analyze the development of ideas in nonfiction.						
Required Text						
<p>Anchor Text Three:</p> <p>“Coming to Our Senses” by Neil deGrasse Tyson—pg. 161</p>						

ANCHOR TEXT THREE: “COMING TO OUR SENSES” 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 <i>Writing:</i> W.5 <i>Speaking and Listening:</i> SL.1a; <i>Language:</i> L.1a, L.4a, L.4c</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “We grow accustomed to the Dark,” “Coming to Our Senses” and “Every Second Counts”</p>	<p>Focus Comprehension Strategy: Analyze Impact of Word Choice</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Every Second Counts” by Matilda Battersby - pg. 170b (TE) / pg. 63 (Close Reader)</p> <p>Why This Text: pg. 170b</p> <p>Close Read: pgs. 170c</p> <ul style="list-style-type: none"> • Analyze Development of Ideas <p>Read and Cite Text Evidence: pgs. 170c – 170d</p> <p>Reread and Cite Text Evidence: pgs. 170d – 170e</p> <p>Reread and Discuss Using Text Evidence: pg. 170d</p>	<p>Close Reader: “Every Second Counts” by Matilda Battersby - pg. 170b (TE) / pg. 63 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 170c</p> <p>To Challenge Students: pg. 170e</p> <p>Enrichment: Dig Deeper - pg. 170e</p> <p><u>Formative Instruction</u> Short Response: pg. 170e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 159</p> <p>My WriteSmart Performance Task – Writing Activity: Essay – pg. 159</p> <p>Selection Test – “We grow accustomed to the Dark” and “Before I got my eye put out”</p>
Learning Target					
The students will be able to analyze the development of ideas in nonfiction.					
Required Texts					
<p>Anchor Text Three: “Coming to Our Senses” by Neil deGrasse Tyson— pg. 161</p> <p>Close Reader: “Every Second Counts” by Matilda Battersby - pg. 170b (TE) / pg. 63 (Close Reader)</p>					

STORY – “THE NIGHT FACE UP”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.3, RL.4, RL.5, RL.6 <i>Writing:</i> W.1 <i>Language:</i> L.1b, L.4</p>	<p>Focus Comprehension Strategy: Author’s Choices</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 171-180</p> <ul style="list-style-type: none"> • Cite Textual Evidence • Analyze Author’s Choices: Parallel Plots and Tension • Analyze Author’s Choices: Tension • Analyze Author’s Choices: Parallel Plots <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Author’s Choices: Parallel Plots and Tension—pg. 180 <p>Second Read: pg. 180</p> <ul style="list-style-type: none"> • Cite Textual Evidence <p>Analyze Author’s Choices: Parallel Plots and Tension</p>	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Author’s Choices: Parallel Plots and Tension - pg. 171 Analyze Author’s Choices: Parallel Plots—pg. 174 Analyze Author’s Choices: Tension—pg. 177</p> <p>To Challenge Students: Character Perspectives - pg. 172 Story Maps - pg. 176</p> <p>When Students Struggle: Past and Present Chart—pg. 173 Read Aloud and Choices—pg. 175 Descriptive Phrases—pg. 178</p> <p><u>After Instruction</u> Reteach: Cite Textual Evidence—Level Up Tutorials - Reading for Details—pg. 182a</p> <p>Enrichment: Analyze Point of View: Cultural Background—pg. 182a</p>	<p>Analyzing the Text: pg. 181</p> <p>Critical Vocabulary: pg. 182</p> <p>Strategies for Annotation: Language and Style: Adverbial Clauses—pg. 182</p> <p>Language & Style: Adverbial Clauses—pg. 182</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - “The Night Face Up”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Learning Target					
The student will be able to cite textual evidence and analyze how an author uses parallel plots, tone, pace, and foreshadowing to create tension.					
Required Text					
Text: “The Night Face Up” by Julio Cortazar - pg. 171					

“THE NIGHT FACE UP” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL.3, RL.4, RL.5, RL.6 <i>Writing:</i> W.1 <i>Language:</i> L.1b, L.4</p>	<p>Prior to the Core Selection and Close Reader / FYI / Additional Text</p> <p>Vocabulary: Front load the vocabulary for “The Night Face Up” and “When I Consider How My Light Is Spent.”</p>	<p>Focus Comprehension Strategy: Author’s Choices</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher Resources): “When I Consider How My Light Is Spent” by John Milton</p> <p>Why This Text: Explain why “When I Consider How My Light Is Spent” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Textual Evidence • Analyze Author’s Choices: Parallel Plots and Tension • Analyze Author’s Choices: Tension <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher Resources): “When I Consider How My Light Is Spent” by John Milton</p> <p><u>Differentiated Instruction</u> While teaching “When I Consider How My Light Is Spent,” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 181</p> <p>My WriteSmart Performance Task – Writing Activity: Analysis—pg. 181</p> <p>Selection Test – “The Night Face Up”</p>
Learning Target					
<p>The student will be able to cite textual evidence and analyze how an author uses parallel plots, tone, pace, and foreshadowing to create tension.</p>					
Required Texts					
<p>Text: “The Night Face Up” by Julio Cortazar - pg. 171</p> <p>Additional Text (Teacher Resources): “When I Consider How My Light Is Spent” by John Milton</p>					

STORY – ANCHOR TEXT: “THE MATH INSTINCT”

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</p> <p><i>Writing:</i> W.2a, W.2c, W.7</p> <p><i>Speaking and Listening:</i> SL.1c; <i>Language:</i> L.4a, L.4b, L.4c, L.4d</p>	<p>Focus Comprehension Strategy: Identify Central Idea & Supporting Details</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 183-186</p> <ul style="list-style-type: none"> • Determine Central Idea • Determine Meaning • Determine Meaning and Analyze Ideas • Analyze Ideas <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Prefixes—pg. 188 <p>Second Read: pg. 187</p> <ul style="list-style-type: none"> • Determine Meaning and Analyze Ideas 	<p><u>During Instruction</u></p> <p>Scaffolding for ELL Students:</p> <p>Determine Meaning—pg. 183</p> <p>To Challenge Students:</p> <p>Explore & Discuss - pg. 185</p> <p>When Students Struggle:</p> <p>Analyze Ideas—pg. 186</p> <p><u>After Instruction</u></p> <p>Reteach:</p> <p>Determine Meaning and Analyze Ideas—Level Up Tutorial: Main Idea and Supporting Details—pg. 188a</p> <p>Enrichment:</p> <p>Organize Ideas in Writing—pg. 188a</p>	<p>Analyzing the Text: pg. 187</p> <p>Critical Vocabulary: pg. 188</p> <p>Vocabulary Strategy:</p> <p>Prefixes—pg. 188</p> <p>Strategies for Annotation:</p> <p>Prefixes—pg. 188</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test -</p> <p>“The Math Instinct”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to determine meaning and analyze ideas.</p>					
<p>Required Text</p>					
<p>Anchor Text:</p> <p>“The Math Instinct” by Keith Devlin—pg.183</p>					

ANCHOR TEXT: “THE MATH INSTINCT” 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 <i>Writing:</i> W.2a, W.2c, W.7 <i>Speaking and Listening:</i> SL.1c; <i>Language:</i> L.4a, L.4b, L.4c, L.4d</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “The Math Instinct” and “Whale Sharks Use Geometry to Avoid Sinking”</p>	<p>Focus Comprehension Strategy: Identify Central Idea & Supporting Details</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Whale Sharks Use Geometry to Avoid Sinking” - pg. 188b (TE) / pg. 118c (Close Reader)</p> <p>Why This Text: pg. 188b</p> <p>Close Read: pgs. 188c</p> <ul style="list-style-type: none"> • Determine Meanings and Analyze Ideas <p>Read and Cite Text Evidence: pgs. 188c – 188d</p> <p>Reread and Cite Text Evidence: pgs. 188c – 188d</p>	<p>Close Reader: “Whale Sharks Use Geometry to Avoid Sinking” - pg. 188b (TE) / pg. 118c (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 188c</p> <p>Short Response: pg. 188e</p> <p>Enrichment: Dig Deeper - pg. 188e</p> <p><u>Formative Assessments</u> To Challenge Students - pg. 188e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text – pg. 187</p> <p>My WriteSmart Performance Task – Writing Activity: Research—pg. 187</p> <p>Selection Test - “The Math Instinct”</p>
Required Learning Target					
The student will be able to determine meaning and analyze ideas.					
Required Texts					
<p>Anchor Text: “The Math Instinct” by Keith Devlin—pg.183</p> <p>Close Reader: “Whale Sharks Use Geometry to Avoid Sinking” pg. 188b (TE) / pg. 118c (Close Reader)</p>					

STORY: “MUSÉE DES BEAUX ARTS” & LANDSCAPE WITH THE FALL OF ICARUS

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.5, RL.6, RL.7 <i>Writing:</i> W.9 <i>Speaking and Listening:</i> SL.3, SL.4</p>	<p>Focus Comprehension Strategy: Analyze Representations</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 189 -191</p> <ul style="list-style-type: none"> • Background • Analyze a Particular Point of View • Analyzing Representations in Different Mediums <p>Second Read: pg. 192</p> <ul style="list-style-type: none"> • Analyzing Representations in Different Mediums 	<p><u>During Instruction</u> Scaffolding for ELL Students: End Punctuation and Meaning—pg. 190</p> <p>When Students Struggle: Perspective Views—pg. 191</p> <p><u>After Instruction</u> Reteach: Analyzing Representations in Different Mediums— Level Up Tutorials – Universal and Recurring Themes—pg. 192b</p> <p>Enrichment: Analyze Text Structure: Form in Poetry—pg. 192b</p>	<p>Analyzing the Text and Image: pg. 192</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - “Musée des Beaux Arts” and <i>Landscape with the Fall of Icarus</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze representations of a subject in different mediums.</p>					
<p>Required Texts</p>					
<p>Texts: “Musée des Beaux Arts” Poem by W.H. Auden & <i>Landscape with the Fall of Icarus</i> Painting by Pieter Breughel the Elder—pg. 189</p>					

WEEK SIX

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

Summative Assessments:

- **Collection Unit Four Assessment:** Summative Assessment
- **Collection Unit Four Performance Task(s):** Write a Short Story—pg. 197-200

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>**

10TH GRADE COLLECTIONS UNIT FIVE: ABSOLUTE POWER

ENGLISH LANGUAGE ARTS PACING 5 GUIDE

Unit's Focus - <i>Absolute Power</i>: Human ambition is timeless, and its fruits are fleeting.	Unit's Academic Vocabulary: Comprise, Incidence, Priority, Thesis, Ultimate
Essential Question: How can ambition be both a positive and negative human trait?	Assessments: <ul style="list-style-type: none"> • Collection Unit Five Assessment: Summative Assessment • Collection Unit Five Performance Task: Write an Analytical Essay - pg. 313
<p>Learning Goals for the Unit's Pre & Post Assessments:</p> <p><i>Reading Literature</i></p> <p>RL.9-10.3: 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>RL.9-10.4: 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>RL.9-10.6: 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>RL.9-10.9: 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>L.9-10.1: 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>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.</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>L.9-10.4: 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 Reading 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 10th grade Honors English course covering the theme of “Absolute Power.”

<i>Reading</i>	<i>Writing/Speaking</i>
<p><u><i>Suggestions for Collections Five:</i></u></p> <ul style="list-style-type: none"> • Assign students to read independently a novel aligned with the theme of “Absolute Power” • Assign FYI articles from Collection Five • Incorporate the “Additional Texts” from Collection Five (Teacher’s Resources from the Dashboard) • Supplement with additional poetry that fits the theme of “Absolute Power” <p><u><i>Additional Reading:</i></u></p> <ul style="list-style-type: none"> • Ozymandias—Percy Bysshe Shelley 	<p><u><i>Suggestions for Collections Five:</i></u></p> <ul style="list-style-type: none"> • Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit • Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Five • Create a blog that students may discuss the text selections • Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback • When appropriate, students utilize MLA or APA in their writing <p><u><i>Additional Writing Activities:</i></u></p> <ul style="list-style-type: none"> • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following quote: “Be bloody, bold and resolute; laugh to scorn The power of man.”—<i>Macbeth</i>, Act IV, Scene 1 • Write an analysis explaining how Macbeth’s character contains traits that all of us share. • Is Macbeth a tragic hero? Refer to the introductory essay on Shakespearean Drama and explore your ideas in an essay. • This collection focuses on human ambition and our eternal quest for power. Review the texts in the collection, including Shakespeare’s <i>Macbeth</i>. Synthesize your ideas by writing an analytical essay. • Write a poem that personifies a current event or world catastrophe and utilizes imagery, colorful language and vivid details. <p><u><i>Additional Project Ideas:</i></u></p> <ul style="list-style-type: none"> • Create a multi-modal presentation that depicts and explains how power is gained, used and justified? • Create a multi-modal presentation that depicts and explains how the study of literature brings to light the correlation between power and the balance of good and evil? • Using informational text to draw from, create a plot, theme and characters for a Murder Mystery mini-play.

ENGLISH: “FROM WHY READ SHAKESPEARE”

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.6, RI.8 <i>Writing:</i> W.1 <i>Speaking & Listening:</i> SL.4 <i>Language:</i> L.3, L.5</p>	<p>Focus Comprehension Strategy: Analyze an Argument</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 203 - 207</p> <ul style="list-style-type: none"> • Analyze Argument and Rhetoric • Analyze Argument • Analyze Word Choice <p>Second Read: pg. 208</p> <ul style="list-style-type: none"> • Analyze Argument and Rhetoric 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Argument and Rhetoric – pg. 203</p> <p>When Students Struggle: Allusions – pg. 205</p> <p>To Challenge Students: Respond to Theme – pg. 206</p> <p><u>After Instruction</u> Reteach: Analyze Arguments and Rhetoric – Level Up Tutorials – Analyze Arguments - pg. 209a</p> <p>Enrichment: Interactive Whiteboard Lesson – Identify Fallacious Reasoning – pg. 209a</p>	<p>Analyzing the Text: pg. 208</p> <p>Critical Vocabulary: pg. 209</p> <p>Language & Style: Rhetorical Questions – pg. 209</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will analyze the use of rhetoric in an argument.</p>					
<p>Required Text</p>					
<p>Text: from “Why Read Shakespeare?” by Michael Mack – pg. 203</p>					

“FROM WHY READ SHAKESPEARE” 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 <i>Writing:</i> W.1 <i>Speaking & Listening:</i> SL.4 <i>Language:</i> L.3, L.5</p> <p style="background-color: #1a3d54; color: white; text-align: center; padding: 2px;">Required Learning Target</p> <p>The student will analyze the use of rhetoric in an argument.</p> <p style="background-color: #1a3d54; color: white; text-align: center; padding: 2px;">Required Text</p> <p>Text: from “Why Read Shakespeare?” by Michael Mack – pg. 203</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for from “Why Read Shakespeare?” and the FYI selection.</p>	<p>Focus Comprehension Strategy: Analyze an Argument</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the “Absolute Power” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Analyze an Argument and Rhetoric • Analyze Argument • Analyze Word Choice <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>FYI Selection: Choose a selection from the “Absolute Power” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on New Ohio’s Learning Standards being taught.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 208</p> <p>My WriteSmart Performance Task – Speaking Activity: Argument – pg. 208</p>

STORY – ANCHOR TEXT ONE: *THE TRAGEDY OF MACBETH*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL. 2, RL.3, RL.4, RL.5, RL.7 <i>Writing:</i> W.1, W.2 <i>Speaking & Listening:</i> SL.1 <i>Language:</i> L.3, L.5, L.5a</p>	<p>Focus Comprehension Strategy: Analyze Character</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Act One Modeled Discussions: pg. 213</p> <p>Close Read: pgs.213-230</p> <ul style="list-style-type: none"> • Biography • Background • Analyze Character • Summarize the Text <p>Act Two Modeled Discussions pg. 232</p> <p>Close Read: pg. 232-244</p> <ul style="list-style-type: none"> • Make Inferences • Analyze Author’s Choices: Tension and Surprise • Support Inferences • Analyze Character and Theme • Analyze Author’s Choices • Determine Figurative Meanings <p>Act Three Close Read: pg.245-259</p> <ul style="list-style-type: none"> • Analyze Character: Dialogue • Analyze Word Choice • Analyze Character • Analyze Theme • Analyze Structure • Analyze Language • Interpret Figurative Language 	<p>Act One <u>During Instruction</u> Scaffolding for ELL Students : Comprehension: Character Relationships - pg. 214 Vocabulary: Connotations – pg. 216 Vocabulary: Archaic Language – pg. 217 Vocabulary: Multiple-Meaning Words - pg. 218 Vocabulary: Transitive and Intransitive Verbs - pg.222 Vocabulary and Comprehension - pg.226 Analyze-Language: Sarcasm - pg. 228</p> <p>When Students Struggle: Summary - pg. 215 Reread - pgs. 219 & 227 Literary Skill: Aside - pg. 220 Comprehension: pgs. 223, 227, & 229</p> <p>To Challenge Students: Create Blank Verse – pg. 211 Portray Complex Characters - pg. 224 Analyze Argument and Character – pg. 230</p> <p>Act Two <u>During Instruction</u> Scaffolding for ELL Students:</p>	<p>Act One Analyzing the Text: pg. 231</p> <p>Act Two Analyzing the Text: pg.244</p> <p>Act Three Analyzing the Text – pg. 260</p> <p>Act Four Analyzing the Text: pg. 277</p> <p>Act Five Analyzing the Text: pg. 291</p> <p>Language and Style: Inverted Sentence Structure – pg. 292</p>	<p>Act One <u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u> Analyzing the Text</p> <p>Selection Test – Act One</p> <p>Act Two <u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u> Analyzing the Text</p> <p><u>Short Cycle</u> My Write Smart Performance Task – Speaking Activity: Discussion - pg. 244</p> <p>Selection Test – Act Two</p> <p>Act Three <u>Instructional Strategies*</u></p>
Required Learning Target					
The student will be able to analyze interactions between characters and theme.					
Required Text					
<p>Anchor Text: “<i>The Tragedy of Macbeth</i>” by William Shakespeare – pg. 210</p>					

		<ul style="list-style-type: none"> Analyze Imagery Analyze Shakespearean Drama Make Inferences Analyze Author's Choices: Tension and Surprise Analyze the Impact of Word Choice Analyze Impact of Word Choice: Tone Determine Figurative Meanings Analyze Shakespearean Drama <p>Strategies for Annotation</p> <ul style="list-style-type: none"> Analyze Structure – g. 247 Analyze Shakespearean Drama – pg. 255 <p>Act Four Modeled Discussions: pg. 261</p> <p>Close Read: pgs.261-276</p> <ul style="list-style-type: none"> Analyze Character and Theme Analyze Character Analyze Language <p>Act Five Modeled Discussions: pg. 278</p> <p>Close Read: pgs. 278-290</p> <ul style="list-style-type: none"> Analyze Plot and Character 	<p>Summarize Shakespearean Language - pg.233</p> <p>Analyze Character and Theme - pg. 236</p> <p>Language: Shakespeare's English - pg. 240</p> <p>Vocabulary: Antonyms - pg. 243</p> <p>When Student's Struggle: Charting Events - pg. 234 Debate - pg. 238</p> <p>To Challenge Students: Analyze Theme – pg. 239 Analyze Language – pg. 241</p> <p>Act Three <u><i>During Instruction</i></u> Scaffolding for ELL Students: Analyze Poetic Language- pg. 248 Analyze Author's Choices: Tension and Surprise - pg. 254 Language: Print Clues - pg. 256</p> <p>When Student's Struggle: Figurative Language - pg. 249 Dialogue - pg. 252 Monologues – pg. 257 Summarize - pg. 258</p> <p>To Challenge Students: Analyze Character Interactions - pg. 246 Drama and the Stage Director - pg. 251</p>		<ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p><u><i>Practice & Apply</i></u> Analyzing the Text</p> <p><u><i>Short Cycle</i></u> My Write Smart Performance Task – Writing Activity: Analysis - pg. 260</p> <p>Selection Test – Act Three</p> <p>Act Four <u><i>Instructional Strategies*</i></u></p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p><u><i>Practice & Apply</i></u> Analyzing the Text</p> <p><u><i>Short Cycle</i></u> My Write Smart Performance Task – Speaking Activity: Debate - pg. 277</p> <p>Selection Test – Act Four</p> <p>Act Five <u><i>Instructional Strategies*</i></u></p>
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		<ul style="list-style-type: none"> • Analyze Language: Archaic Words • Analyze Character and Theme • Interpret Figurative Language • Analyze Language <p>Strategies for Annotation pgs. 279 & 284</p> <ul style="list-style-type: none"> • Analyze Character and Theme 	<p>Act Four <u><i>During Instruction</i></u> Scaffolding for ELL Students: Vocabulary: Word Associations - pg. 262 Analyze Character - pg. 266 Vocabulary: Suffixes - pg. 270 Language and Vocabulary: Sentence Patterns, Contractions, Context Clues - pg. 274</p> <p>When Student's Struggle: Reversals - pg. 263 Verbal Irony - pg. 265 Word Order - pg. 267 Web Diagram - pg. 269 Complex Speeches - pg. 271 Inferences - pg. 275</p> <p>To Challenge Students: Analyze Character and Theme - pgs. 264, 269 & 273 Discuss an Issue - pg. 276</p> <p>Act Five <u><i>During Instruction</i></u> Scaffolding for ELL Students: Language: Archaic Verb Endings – pg. 286</p> <p>When Student's Struggle: Chart - pg. 280 Stage Directions - pg. 283 Pronouns - pg. 288</p> <p><u><i>After Instruction</i></u> Reteach: Analyze Character and Theme – Level Up</p>		<ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u><i>Practice & Apply</i></u></p> <ul style="list-style-type: none"> • Analyzing the Text • Language and Style <p><u><i>Short Cycle</i></u> My Write Smart Performance Task – Writing Activity: Argument - pg. 291</p> <p>Selection Test – Act Five</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
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			Tutorials – Theme – pg. 292a Enrichment: Understand Use of Language: Archaic Words and Sentence Structures		
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ANCHOR TEXT ONE: *THE TRAGEDY OF MACBETH* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL. 2, RL.3, RL.4, RL.5, RL.7 <i>Writing:</i> W.1, W.2, <i>Speaking & Listening:</i> SL.1 <i>Language:</i> L.3, L.5, L.5a</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for from <i>The Tragedy of Macbeth</i></p>	<p>Focus Comprehension Strategy: Analyze Character</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: from <i>The Tragedy of Macbeth</i> - pg. 292b (TE) / pg. 73 (Close Reader)</p> <p>Why This Text: pg. 292b</p> <p>Close Read: pg. 292c</p> <ul style="list-style-type: none"> • Analyze Character and Theme <p>Read and Cite Text Evidence: pgs. 292c – 292n</p> <p>Reread and Cite Text Evidence: pgs. 292d – 292o</p>	<p>Close Reader: from <i>The Tragedy of Macbeth</i> - pg. 292b (TE) / pg. 73 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 292c</p> <p>To Challenge Students - pg. 292o</p> <p>Dig Deeper - pg. 292o</p> <p><u>Formative Assessments</u> Short Response: pg. 292o</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pgs. 231, 244, 260, 277, and 291</p> <p>Act One: My WriteSmart Performance Task – Writing Activity: Analysis - pg. 231</p> <p>Act Two: My WriteSmart Performance Task – Speaking Activity: Discussion - pg. 244</p> <p>Act Three: My WriteSmart Performance Task – Writing Activity: Analysis - pg. 260</p> <p>Act Four: My WriteSmart Performance Task – Speaking Activity: Debate - pg. 277</p> <p>Act Five: My WriteSmart Performance Task – Writing Activity: Argument - pg. 291</p> <p>Selection Tests (Acts One – Five) - <i>The Tragedy of Macbeth</i></p>
Required Learning Target					
The student will be able to analyze interactions between characters and theme.					
Required Texts					
<p>Anchor Text: <i>The Tragedy of Macbeth</i> by William Shakespeare - pg. 210</p> <p>Close Reader: from <i>The Tragedy of Macbeth</i> - pg. 292b (TE) / pg. 73 (Close Reader)</p>					

STORY: FROM *MACBETH ON THE ESTATE*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature</i>: RL.2, RL.7 <i>Speaking & Listening</i>: SL.4, SL.5</p>	<p>Focus Comprehension Strategy: Analyze Representations</p>	<p>Close Read: pg. 293</p> <ul style="list-style-type: none"> • Analyze Representations <p>Second Read: pg. 294</p> <ul style="list-style-type: none"> • Analyze Representations 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Representations – pg. 293</p> <p><u>After Instruction</u> Reteach: Analyze Representations – Level Up Tutorials – Methods of Characterization – pg. 294a</p> <p>Enrichment: Use Media in Presentations – pg. 294a</p>	<p>Analyzing the Text: pg. 294</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>My WriteSmart Performance Task – Speaking Activity: Argument – pg. 294</p> <p>Selection Test - from <i>Macbeth on the Estate</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target	Instructional Strategies				
<p>The student will be able to analyze representations of a scene.</p>	<ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 				
Required Media					
<p>from <i>Macbeth on the Estate</i> by Penny Woolcock – pg. 293</p>					

STORY – FROM *HOLINSHED'S CHRONICLES*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6, RL.9 <i>Reading Informational Text:</i> RI.3, RI.4, RI.5, RI.6, RI.9 <i>Speaking & Listening:</i> SL.1, SL.4</p>	<p>Focus Comprehension Strategy: Analyze Text Structure</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 295-297</p> <ul style="list-style-type: none"> • Archaic Language • Analyze Source Material <p>Second Read: pg. 298</p> <ul style="list-style-type: none"> • Analyze Source Material 	<p><u>During Instruction</u> Scaffolding for ELL Students: Language – pg. 295</p> <p>When Students Struggle: Illustration – pg. 296</p> <p>To Challenge Students: Analyze Source Materials – pg. 297</p> <p><u>After Instruction</u> Reteach: Analyze Historical Text – pg. 300a</p> <p>Enrichment: Analyzing Cultural Experience – pg. 300a</p>	<p>Analyze the Text: pg. 298</p> <p>Critical Vocabulary: pg. 299</p> <p>Vocabulary Strategy: Archaic Language – pg. 299</p> <p>Strategies for Annotation: pg. 299</p> <ul style="list-style-type: none"> • Archaic Language <p>Language & Style: Absolute Phrases – pg. 300</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - from <i>Holinshed's Chronicles</i></p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will analyze historical text.</p>					
<p>Required Text</p>					
<p>Text: from <i>Holinshed's Chronicles</i> by Raphael Holinshed - pg. 295</p>					

FROM HOLINSHED'S CHRONICLES INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction / Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.3, RI.4, RI.5, RI.6, RI.9</p> <p><i>Speaking & Listening:</i> SL.1, SL.4</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary <i>Holinshed's Chronicles</i> and a FYI selection.</p>	<p>Focus Comprehension Strategy: Analyze Text Structure</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the "Absolute Power" collection that supports Ohio's New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Archaic Language • Analyze Source Material <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>FYI Selection: Choose a selection from the "Absolute Power" collection that supports Ohio's New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio's New Learning Standards being taught.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyze the Text: pg. 298</p> <p>My WriteSmart Performance Task – Speaking Activity: Discussion – pg. 298</p> <p>Selection Test - from <i>Holinshed's Chronicles</i></p>
<p>Required Learning Target</p>					
<p>The student will analyze historical text.</p>					
<p>Required Texts</p>					
<p>Text: from <i>Holinshed's Chronicles</i> by Raphael Holinshed - pg. 295</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

STORY – “THE MACBETH MURDER MYSTERY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.4, RL.9 <i>Writing:</i> W.3b <i>Language:</i> L.4b, L.4c</p>	<p>Focus Comprehension Strategy: Draw Conclusions</p>	<p>Close Read: pgs. 301 - 306</p> <ul style="list-style-type: none"> Analyze How an Author Draws on Shakespeare 	<p><u>During Instruction</u> Scaffolding for ELL Students: Language: Idioms – pg. 301</p>	<p>Analyzing the Text: pg. 307</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs
<p>Required Learning Target</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Strategies for Annotation: pgs. 302 & 306</p> <ul style="list-style-type: none"> Analyze How an Author Draws on Shakespeare 	<p>When Students Struggle: How an Author Draws on Shakespeare – pg. 303</p>	<p>Critical Vocabulary: pg. 308</p>	<p>Practice & Apply:</p> <ul style="list-style-type: none"> Analyzing the Text Critical Vocabulary Vocabulary Strategy
<p>Required Text</p>		<p>Second Read: pg. 306</p> <ul style="list-style-type: none"> Analyze How an Author Draws on Shakespeare 	<p>To Challenge Students: Deepen Understanding – pg. 305</p>	<p>Vocabulary Strategy: Words from Latin – pg. 308</p>	<p>My WriteSmart Performance Task – Writing Activity: Narrative – pg. 307</p>
<p>Text: “The Macbeth Murder Mystery” by James Thurber – pg. 301</p>			<p><u>After Instruction</u> Reteach: Analyze How an Author Draws on Shakespeare – Level Up Tutorials – Elements of Drama – pg. 308a</p>		<p>Selection Test - “The Macbeth Murder Mystery”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
			<p>Enrichment: Orient Readers of Narratives – pg. 308a</p>		

“THE MACBETH MURDER MYSTERY” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction Formative Assessments	Support Core Selection	
<p><i>Reading Literature:</i> RL.1, RL.4, RL.9 <i>Writing:</i> W.3b <i>Language:</i> L.4b, L.4c</p>	<p>Prior to the Core Selection and Close Reader / FYI / Additional Text</p> <p>Vocabulary: Front load the vocabulary “The Macbeth Murder Mystery” and “Ozymandias”.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Focus Comprehension Strategy: Draw Conclusions</p>	<p>Additional Text (Teacher Resources): “Ozymandias” by Percy Bysshe Shelley</p>	<p>Additional Text (Teacher Resources): “Ozymandias” by Percy Bysshe Shelley</p>	<p>Analyzing the Text: pg. 307</p>	
<p>Required Learning Target</p> <p>The student will be able to analyze how an author draws on Shakespeare.</p>			<p>Why This Text: Explain why “Ozymandias” was selected.</p>	<p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Draw Conclusion 	<p><u>Differentiated Instruction</u> While “Ozymandias,” differentiate the instruction to meet the needs of your students.</p>	<p>Performance Task – Writing Activity: Narrative – pg. 307</p>
<p>Required Texts</p>			<p>Read / Reread / Discuss and Cite Text Evidence</p>	<p><u>Formative Assessments</u> Create a short response based on Ohio’s New Learning Standards being taught.</p>	<p>Selection Test - “The Macbeth Murder Mystery”</p>	
<p>Text: “The Macbeth Murder Mystery” by James Thurber – pg. 301</p> <p>Additional Text (Teacher Resources): “Ozymandias” by Percy Bysshe Shelley</p>			<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Formative Assessments Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	

STORY – “5 P.M., Tuesday, August 23, 2005”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.2, W.9a <i>Speaking & Listening:</i> SL.2, SL.6</p>	<p>Focus Comprehension Strategy: Make Inferences</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 309 - 311</p> <ul style="list-style-type: none"> • Support Inferences About Word Choices <p>Strategies for Annotation: pg. 311</p> <ul style="list-style-type: none"> • Support Inferences About Word Choices <p>Second Read: pg. 311</p> <ul style="list-style-type: none"> • Support Inferences About Word Choices 	<p><u>During Instruction</u> Scaffolding for ELL Students: Vocabulary – pg. 309</p> <p>When Students Struggle: Metaphor - pg. 310</p> <p><u>After Instruction</u> Reteach: Support Inferences About Word Choices – Level Up Tutorials – Figurative Language – pg. 312b</p> <p>Enrichment: Analyze Complex Characters – pg. 312a</p>	<p>Analyzing the Text: pg. 312</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test - “5 P.M., Tuesday, August 23, 2005”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to make and support inferences about word choices.					
Required Text					
Text: “5 P.M., Tuesday, August 23, 2005” by Patricia Smith – pg. 309					

WEEK SIX

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

Summative Assessments:

- **Collection Unit Five Assessment:** Collection Unit Five Summative Assessment
- **Collection Unit Five Performance Task:** Write an Analytical Essay - pg. 313

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>

10TH GRADE COLLECTIONS UNIT SIX: *HARD-WON LIBERTY*

ENGLISH LANGUAGE ARTS PACING 6 GUIDE

<p>Unit's Focus - <i>Hard-Won Liberty</i>: The collection travels around the world to explore how people win their freedom from oppression.</p>	<p>Unit's Academic Vocabulary: comprehensive, equivalent, incentive, innovate and media</p>
<p>Essential Question: How do we accept people different from ourselves?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Collection Unit Six Assessment: Summative Assessment • Collection Unit Six Performance Task: Write an Argument - pg. 377 • Selection Assessments (Six Selection Assessments & Four Assessments)
<p>Learning Goals for the Unit's Pre & Post Assessments:</p> <p><i>Reading Literary Text:</i></p> <p>RI.9-10.2: 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>RI.9-10.3: 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>RI.9-10.4: 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>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.</p> <p>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.</p> <p>RI.9-10.8: 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>RI.9-10.9: 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>L.9-10.1: 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>L.9-10.2: 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. Use a colon to introduce a list or quotation.</p> <p>L.9-10.4: 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>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	

Note: See Additional Readings 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 10th grade Honors English course covering the theme of “Hard-Won Liberty.”

<i>Reading</i>	<i>Writing/Speaking</i>
<p><u>Suggestions for Collections Six:</u></p> <ul style="list-style-type: none"> • Assign students to read independently a novel aligned with the theme of “Hard-Won Liberty” • Assign FYI articles from Collection Six • Incorporate the “Additional Texts” from Collection Six (Teacher’s Resources from the Dashboard) • Supplement with additional poetry that fits the theme of “Hard-Won Liberty” <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • Old Ironsides—Oliver Wendell Holmes • Animal Farm—George Orwell • A Thousand Splendid Suns—Khaled Hosseini 	<p><u>Suggestions for Collections Six:</u></p> <ul style="list-style-type: none"> • Utilize the FYI articles as additional sources for their writing / speaking assignments within the unit • Create multi-media presentations (videos, PowerPoints, Prezi, etc.) from the incorporation of the “Additional Texts” from Collection Six • Create a blog that students may discuss the text selections • Essays placed into MyWriteSmart and peer editing groups are created to give effective feedback • When appropriate, students utilize MLA or APA in their writing <p><u>Additional Writing Activities:</u></p> <ul style="list-style-type: none"> • Complete a ‘Grounds for Thought’ Free-write Journal Entry over the following quote: “There is no easy walk to freedom anywhere.”—Nelson Mandela • Write an argument that answers this question: What constitutes true freedom? • Seminal U.S. texts often center on the themes of rights and freedom. Compare the ideas in King’s letter with those in President Franklin Roosevelt’s seminal “Four Freedoms” speech. • This collection explores the struggle for freedom. What constitutes true freedom? Synthesize your ideas about the text(s) by writing an argument. Use specific evidence from the text(s) in the collection. • Through research, write a report focusing on the universal theme of political imprisonment, injustice and power. <p><u>Additional Project Ideas:</u></p> <ul style="list-style-type: none"> • Create a multi-modal presentation that depicts and answers this question: What constitutes true freedom? • Create a multi-modal presentation that depicts and answers this question: Is liberty and justice for all attainable? • Create a multi-modal presentation that depicts and answers this question: How does the definition of and price for liberty change or remain the same over the course of time in literature? • Create a multi-modal presentation that depicts the struggle for civil rights and a “call for justice” from various cultures around the world.

STORY – ANCHOR TEXT ONE: “LETTER FROM BIRMINGHAM JAIL”

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.5, RI.6, RI.8, RI.9 <i>Writing:</i> W.5, W.9b, W.10; <i>Language:</i> L.1a, L.4a, L.4d, L.5b</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 319</p> <p>Close Read: pgs. 319-337</p> <ul style="list-style-type: none"> • Analyze Accounts in Different Mediums • Analyze Argument in a Seminal Document • Analyze Argument • Analyze Rhetoric <p>Strategies for Annotation: pgs. 337</p> <ul style="list-style-type: none"> • Analyze Argument in a Seminal Document <p>Second Read: pg. 337</p> <ul style="list-style-type: none"> • Analyze Argument in a Seminal Document 	<p><u>During Instruction</u></p> <p>Scaffolding for ELL Students:</p> <p>Understand Purpose—pg. 320 Analyze Conclusions—pg. 326 Rhetorical Questions—pg. 330 Understand Comparisons—pg. 332 Vocabulary: Prefixes—pg. 335</p> <p>When Students Struggle:</p> <p>Points of View—pg. 322 Allusions—pg. 324 Development of a Claim—pg. 329</p> <p>To Challenge Students:</p> <p>Personal Views - pg. 328 Conduct Research – pg. 331 Summarize - pg. 334</p> <p><u>After Instruction</u></p> <p>Reteach: Analyze Argument in Seminal Argument— Level Up Tutorial - Analyzing Arguments—pg. 340a Enrichment: Analyze Themes in Seminal Documents—pg. 340a</p>	<p>Analyzing the Text: pg. 338</p> <p>Critical Vocabulary: pg. 339</p> <p>Vocabulary Strategy: Context Clues—pg. 339</p> <p>Strategies for Annotation: pgs. 339 & 340</p> <ul style="list-style-type: none"> • Context Clues • Repetition and Parallelism <p>Grammar in Context: Repetition and Parallelism —pg. 340</p>	<p><u>Instructional Strategies</u></p> <p>*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Grammar in Context <p>Selection Test - “Letter from Birmingham Jail”</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to analyze argument in a seminal document.					
Required Text					
<p>Anchor Text: “Letter from Birmingham Jail” Argument by Martin Luther King Jr. - pg. 319</p>					

ANCHOR TEXT ONE: “LETTER FROM BIRMINGHAM JAIL” 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.5, RI.6, RI.8, RI.9 <i>Writing:</i> W.5, W.9b, W.10; <i>Language:</i> L.1a, L.4a, L.4d, L.5b</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “Letter from Birmingham Jail” and “Speech at the March on Washington”</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Speech at the March on Washington” by Josephine Baker – pg. 340b (TE) / pg. 99 (Close Reader)</p> <p>Why This Text: pg. 340b</p> <p>Close Read: pg. 340c</p> <ul style="list-style-type: none"> • Analyze an Argument <p>Read and Cite Text Evidence: pgs. 340c – 340e</p> <p>Reread and Cite Text Evidence: pgs. 340d – 340e</p> <p>Reread and Discuss Using Text Evidence: 340f</p>	<p>Close Reader: “Speech at the March on Washington” by Josephine Baker – pg. 340b (TE) / pg. 99 (Close Reader)</p> <p><u>Differentiated Instruction</u> When Students Struggle: pg. 340c</p> <p>To Challenge Students - pg. 340f</p> <p>Dig Deeper - pg. 340g</p> <p><u>Formative Assessments</u> Short Response: pg. 340f</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 338</p> <p>My WriteSmart Performance Task – Writing Activity: Comparison – pg. 338</p> <p>Selection Test - “Letter from Birmingham Jail”</p>
Required Learning Target					
The student will be able to analyze argument in a seminal document.					
Required Text					
<p>Anchor Text: “Letter from Birmingham Jail” Argument by Martin Luther King Jr. - pg. 319</p> <p>Close Reader: “Speech at the March on Washington” by Josephine Baker – pg. 340b (TE) / pg. 99 (Close Reader)</p>					

STORY – TEXT TWO: “*REVOLUTION 2.0*” MEMOIR

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.3, RI.4, RI.5, RI.6, RI.8 <i>Writing:</i> W.7, W.8; <i>Speaking and Listening:</i> SL.2, SL.4 <i>Language:</i> L.2b, L.4d, L.6</p> <p style="text-align: center;">Required Learning Target</p> <p>The student will be able to analyze evidence and ideas in a functional document.</p> <p style="text-align: center;">Required Texts</p> <p>Text: “Revolution 2.0” by Wael Ghonim—pg. 341</p>	<p>Focus Comprehension Strategy: Analyze Evidence</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 341-347</p> <ul style="list-style-type: none"> • Analyze Ideas and Evidence • Analyze Evidence and Author’s Ideas • Analyze Author’s Ideas • Analyze Evidence • Analyze Development of Ideas • Determine Meaning <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Domain-specific Words—pg. 349 <p>Second Read: pg. 348</p> <ul style="list-style-type: none"> • Analyze Evidence and Author’s Ideas 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language—pg. 341 Analyze Author’s Ideas—pg. 345</p> <p>When Students Struggle: Evidence Chart—pg. 343 Formatting Chart—pg. 347</p> <p>To Challenge Students: Analyze Author’s Ideas—pg. 344</p> <p><u>After Instruction</u> Reteach: Analyze Evidence and Author’s Ideas—Level Up Tutorial: Informational Text—pg. 350a</p> <p>Enrichment: Integrate Information Sources – pg. 350a</p>	<p>Analyzing the Text: pg. 348</p> <p>Critical Vocabulary: pg. 349</p> <p>Vocabulary Strategy: Domain-Specific Words—pg. 349</p> <p>Strategies for Annotation: Domain-Specific Words—pg. 349</p> <p>Language & Style: Colons—pg. 350</p>	<p><u>Instructional Strategies</u> *</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - “Revolution 2.0” Memoir by Wael Ghonim</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>

TEXT TWO: “REVOLUTION 2.0” MEMOIR 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, RI.5, RI.6, RI.8 <i>Writing:</i> W.7, W.8 <i>Speaking and Listening:</i> SL.2, SL.4 <i>Language:</i> L.2b, L.4d, L.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “Revolution 2.0” and the FYI selection.</p>	<p>Focus Comprehension Strategy: Analyze Evidence</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the “Hard-Won Liberty” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Analyze Ideas and Evidence • Analyze Evidence and Author’s Ideas • Analyze Author’s Ideas • Analyze Evidence • Analyze Development of Ideas • Determine Meaning <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>FYI Selection: Choose a selection from the “Hard-Won Liberty” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 348</p> <p>My WriteSmart Performance Task – Speaking Activity: Research—pg. 348</p> <p>Selection Test - “Revolution 2.0” Memoir by Wael Ghonim</p>
Required Learning Target					
The students will be able to analyze evidence and ideas in a functional document.					
Required Text					
<p>Text: “Revolution 2.0” by Wael Ghonim—pg. 341</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

**STORY FROM: “LETTER TO VICEROY, LORD IRWIN” AND
FROM GANDHI: THE RISE TO FAME**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p>Reading Informational Text: RI.1, RI.2, RI.3, RI.4, RI.5 RI.6, RI.7, RI.8 Writing: W.2, W.7, W.9 Speaking and Listening: SL.1 Language: L.3a, L.5b</p>	<p>Focus Comprehension Strategy: Analyze an Argument</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>from “Letter to Viceroy, Lord Irwin”</p> <p>Close Read: pgs. 351-356</p> <ul style="list-style-type: none"> • Author’s Background • Analyze Rhetoric • Analyze Argument • Analyze Argument and Rhetoric <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Argument and Rhetoric—pg. 356 • Denotations and Connotations—pg. 358 	<p>from “Letter to Viceroy, Lord Irwin”</p> <p><u>During Instruction</u> Scaffolding for ELL Students: Guided Questions—pg. 351 Analyze Argument—pg. 352</p> <p>When Students Struggle: Word Chart—pg. 354</p> <p>To Challenge Students: Writing Prompt—pg. 355</p>	<p>from “Letter to Viceroy, Lord Irwin”</p> <p>Analyzing the Text: pg. 357</p> <p>Critical Vocabulary: pg. 358</p> <p>Vocabulary Strategy: Denotations and Connotations—pg. 358</p> <p>Strategies for Annotation: Analyze Argument and Rhetoric—pg. 356 Denotations and Connotations—pg. 358</p>	<p><u>Instructional Strategies</u> *</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>from “Letter to Viceroy, Lord Irwin”</p> <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy
<p>Required Learning Target</p>					
<p>The student will be able to analyze an argument and rhetoric and compare accounts in different mediums.</p>					
<p>Required Text & Media</p>					
<p>Text: from Letter to Viceroy, Lord Irwin Argument by Mohandas K. Gandhi and from <i>Gandhi: The Rise to Fame</i> Documentary Film by the BBC—pg. 351</p>		<p>Second Read: pg. 356</p> <ul style="list-style-type: none"> • Analyze Argument and Rhetoric <p>from <i>Gandhi: The Rise to Fame</i></p> <p>Close Read: pgs. 351-356</p> <ul style="list-style-type: none"> • Background • Analyze Accounts in Different Mediums <p>Second Read: pg. 360</p> <ul style="list-style-type: none"> • Analyze Accounts in Different Mediums 	<p>from <i>Gandhi: The Rise to Fame</i></p> <p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Accounts in Different Mediums—pg. 359</p> <p><u>After Instruction</u> Reteach: Analyze Accounts in Different Mediums—Level Up Tutorial - Primary and Secondary Sources—pg. 360a</p>	<p>from <i>Gandhi: The Rise to Fame</i></p> <p>Analyzing Text and Media: pg. 360</p>	<p>Selections Text - from “Letter to Viceroy, Lord Irwin”</p> <p>from <i>Gandhi: The Rise to Fame</i></p> <p><u>Short Cycle</u> My WriteSmart Performance Task – Speaking Activity: Debate—pg. 360</p> <p>Selection Test - from <i>Gandhi: The Rise to Fame</i></p> <p>* These are instructional strategies that can also be</p>

			Enrichment: Synthesize Sources—pg. 360a		used as formative assessments.
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**FROM “LETTER TO VICEROY, LORD IRWIN” AND
FROM GANDHI: THE RISE TO FAME INTERVENTION**

Required Standards	Vocabulary	Strategies	Strategies for 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.8 <i>Writing:</i> W.2, W.7, W.9 <i>Speaking and Listening:</i> SL.1 <i>Language:</i> L.3a, L.5b</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for from “Letter to Viceroy, Lord Irwin,” from <i>Gandhi: The Rise to Fame</i>, and the FYI selection</p>	<p>Focus Comprehension Strategy: Analyze an Argument</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the “Hard-Won Liberty” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Author’s Background • Analyze Rhetoric • Analyze Argument • Analyze Argument and Rhetoric <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>FYI Selection: Choose a selection from the “Hard-Won Liberty” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>from Letter to Viceroy, Lord Irwin”</p> <p>Analyzing the Text: pg. 357</p> <p>My WriteSmart Performance Task – Writing Activity: Analysis—pg. 357</p> <p>Selections Text - from “Letter to Viceroy, Lord Irwin”</p> <p>from Gandhi: The Rise to Fame</p> <p>My WriteSmart Performance Task – Speaking Activity: Debate—pg. 360</p> <p>Selection Test - “from Gandhi: The Rise to Fame”</p>
<p style="text-align: center;">Required Learning Target</p>					
<p>The student will be able to analyze an argument and rhetoric and compare accounts in different mediums.</p>					
<p style="text-align: center;">Required Texts & Media</p>					
<p>Text: from “Letter to Viceroy, Lord Irwin” Argument by Mohandas K. Gandhi – pg. 351 and from <i>Gandhi: The Rise to Fame</i> Documentary Film by the BBC—pg. 359</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

STORY: “THE BRIEFCASE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.4 <i>Language:</i> L.2a</p>	<p>Focus Comprehension Strategy: Analyze Character</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 361-370</p> <ul style="list-style-type: none"> • Analyze Character and Theme • Analyze Tone • Analyze Character • Analyze Theme • Analyze Character and Theme • Analyze Language <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Character and Theme—pg. 370 <p>Second Read: pg. 370</p> <ul style="list-style-type: none"> • Analyze Character and Theme 	<p><u>During Instruction</u> Scaffolding for ELL Students: Understand Time Sequence—pg. 361 Understand Dialogue—pg. 366</p> <p>When Students Struggle Colon and Semicolon Usage—pg. 363 Inner Dialogue and Questioning—pg. 367</p> <p>To Challenge Students: Exploring Themes—pg. 365 Explore Theme—pg. 368</p> <p><u>After Instruction</u> Reteach: Analyze Character and Theme—Level Up Tutorial - Theme—pg. 372a</p> <p>Enrichment: Analyze Tone—pg. 372a</p>	<p>Analyzing the Text: pg. 371</p> <p>Critical Vocabulary: pg. 372</p> <p>Strategies for Annotation: Analyze Character and Theme—pg. 370</p> <p>Language & Style: Semicolons—pg. 372</p>	<p><u>Instructional Strategies</u> *</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test - “The Briefcase”</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 interactions between character and theme in a short story.</p>					
Required Text					
<p>Text: “The Briefcase” Short Story by Rebecca Makki—pg. 361</p>					

“THE BRIEFCASE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Writing:</i> W.4 <i>Language:</i> L.2a</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary: Front load the vocabulary for “The Briefcase” and “Bile.”</p>	<p>Focus Comprehension Strategy: Analyze Character</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Bile” by Christine Zilka – pg. 372b (TE) / pg. 105 (Close Reader)</p> <p>Why This Text: pg. 372b</p> <p>Close Read: pg. 372c</p> <ul style="list-style-type: none"> • Analyze Theme and Character <p>Read and Cite Text Evidence: pgs. 372c – 372g</p> <p>Reread and Cite Text Evidence: pgs. 372d – 372g</p>	<p>Close Reader: “Bile” by Christine Zilka – pg. 372b (TE) / pg. 105 (Close Reader)</p> <p><u>Differentiated Instruction</u></p> <p>When Students Struggle: Cite Text Evidence - pgs. 372c & 372e</p> <p>To Challenge Students - pg. 372g</p> <p>Dig Deeper - pg. 372g</p> <p><u>Formative Assessments</u></p> <p>Short Response: pg. 372g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 371</p> <p>My WriteSmart Performance Task – Writing Activity: Personal Letter—pg. 371</p> <p>Selection Test - “The Briefcase”</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze interactions between character and theme in a short story.</p>					
<p>Required Texts</p>					
<p>Text: “The Briefcase” Short Story by Rebecca Makki—pg. 361</p> <p>Close Reader: “Bile” by Christine Zilka – pg. 372b (TE) / pg. 105 (Close Reader)</p>					

STORY: “CLOUDY DAY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Speaking and Listening:</i> SL.1a, SL.1c, SL.1d <i>Language:</i> L.1b, L.5b</p>	<p>Focus Comprehension Strategy: Analyze Tone</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 373-375</p> <ul style="list-style-type: none"> • Analyze Tone • Determine Figurative Meanings • Analyze Theme and Tone <p>Second Read: pg. 375</p> <ul style="list-style-type: none"> • Analyze Theme and Tone 	<p><u>During Instruction</u> Scaffolding for ELL Students: Reading Comprehension: Imagery—pg. 373</p> <p>When Students Struggle: Similes versus Metaphors—pg. 374</p> <p>To Challenge Students: Analyze Author’s Choices: Text Structure—pg. 376a</p> <p><u>After Instruction</u> Reteach: Analyze Theme and Tone—Level Up Tutorial - Tone—pg. 376b</p> <p>Enrichment: Respond to Discussions—pg. 376b</p>	<p>Analyzing the Text: pg. 375</p> <p>Language and Style: Prepositional Phrases—pg. 376</p>	<p><u>Instructional Strategies</u> *</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Language and Style <p>Selection Test - “Cloudy Day” Poem by Jimmy Santiago Baca.</p> <p>* These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will analyze how a poem’s shift in tone contributes to its theme.					
Required Text					
Text: “Cloudy Day” Poem by Jimmy Santiago Baca—pg. 373					

“CLOUDY DAY” INTERVENTION

Required Standards	Vocabulary	Strategies	Strategies for Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.1, RL.2, RL.3, RL.4, RL.5 <i>Speaking and Listening:</i> SL.1a, SL.1c, SL.1d <i>Language:</i> L.1b, L.5b</p>	<p>Prior to the Core Selection and Close Reader / FYI / Additional Text</p> <p>Vocabulary: Front load the vocabulary for</p>	<p>Focus Comprehension Strategy: Analyze Tone</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting 	<p>Additional Text (Teacher Resources): “Old Ironside” by Oliver Wendell Holmes</p> <p>Why This Text: Explain why “Old Ironside” was selected.</p>	<p>Additional Text (Teacher Resources): “Old Ironside” by Oliver Wendell Holmes</p> <p><u>Differentiated Instruction</u> While teaching “Old Ironside,” differentiate the</p>	<p>“Cloudy Day” Poem by Jimmy Santiago Baca—pg. 373</p> <p>Analyzing the Text: pg. 357</p>
Required Learning Target					

<p>The student will analyze how a poem’s shift in tone contributes to its theme.</p>	<p>“Cloudy Day” and “Old Ironside.”</p>	<ul style="list-style-type: none"> • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Analyze Tone • Determine Figurative Meanings • Analyze Theme and Tone 	<p>instruction to meet the needs of your students.</p>	<p>My WriteSmart Performance Task – Speaking Activity: Discussion—pg. 375</p>
<p>Required Text</p>				<p><i>Formative Assessments</i></p>	
<p>Text: “Cloudy Day” Poem by Jimmy Santiago Baca—pg. 373</p>			<p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p>	<p>Selections Text - “Cloudy Day” Poem by Jimmy Santiago Baca.</p>
<p>Additional Text (Teacher Resources): “Old Ironside” by Oliver Wendell Holmes</p>				<p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>* These are instructional strategies that can also be used as formative assessments.</p>	

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK

Summative Assessments:

- **Collection Unit Six Assessment:** Summative Assessment
- **Collection Unit Performance Task:** Write an Argument - pg. 377

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>