

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Concepts of English 10**

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**Grade Level: 10**

**Date of Board Approval: 2018**

# Planned Instruction

**Title of Planned Instruction: Concepts of English 10**

**Subject Area: English**

**Grade(s): 10**

**Course Description:**

This course is designed to provide the English student in need of additional support with a better understanding and command of vocabulary, grammar, writing, research, nonfiction, and literature. The literature presented and discussed in this course, which fosters critical thinking skills, includes works from the following literary genres: poetry, drama, short stories, the novel, and nonfiction. All objective and written assessments are based on Pennsylvania Core Standards and the basic skills required to achieve proficiency on the Pennsylvania Keystone Exam. Students' reading skills are assessed not only with objective standards-based quizzes and tests, but also with written answers to constructed-response questions. A supplementary objective of this course is to develop and improve students' writing skills. Thus, students will review and be assessed on basic grammar, punctuation, usage, and mechanics. A research paper is a course requirement.

**Time/Credit for the Course: 1 Full Year**

**Curriculum Writing Committee: Andy Crawford and Kathy Farley**

## Curriculum Map

### Marking Period One

#### Week 1-2 “The Leap” --*Short Story*

This story focuses on:

- Making Predictions
- Plot
- Foreshadowing
- Tone
- Style
- Mood
- Synonyms
- Antonyms

#### Week 3 -- Classroom Diagnostic Tool

#### Week 4-5 -- “The Monkey’s Paw” --*Short Story*

This story focuses on:

- Plot
- Making Predictions
- Theme
- Concrete and Abstract Nouns
- Common Nouns
- Prefixes mal- and au-

#### Week 6 -- “The Street of the Canon” --*Short Story*

This story focuses on:

- Making inferences
- Synonyms
- Setting
- Pronouns
- Latin suffix -ity

#### Week 7 -- “Civil Peace” --*Short Story*

This story focuses on:

- Theme
- Drawing Conclusions
- Latin prefix com-
- Antonyms
- Synonyms
- Adjectives
- Adverbs

Week 8 -- “A Problem” --*Short Story*

This story focuses on:

- Making inferences
- Characters
- Characterization
- Latin suffix -able
- Verb tenses

Week 9 -- “Like the Sun” and “The Open Window” --*Short Story*

This story focuses on:

- Paradox
- Irony
- Pronoun/Antecedent Agreement
- Subject-Verb Agreement

Week 10-11 -- “Contents of the Dead Man’s Pocket” --*Short Story*

This story focuses on:

- Internal Conflict
- External Conflict
- Point of View

## **Marking Period Two**

Week 12 -- “*from* Swimming to Antarctica” -- *Memoir*

This story focuses on:

- Mood

Week 13 -- “Conductorette *from* I Know Why the Caged Bird Sings” --*Autobiography*

This story focuses on:

- Bias

Week 14-15 -- “Keep Memory Alive” -- *Essay*

This story focuses on:

- Propaganda
- Rhetorical Devices
- Latin Root -*scend*-
- Direct and Indirect Objects

Week 16-- Research Paper

Week 17 -- Research Paper

Week 18 -- Research Paper

Week 19 -- Classroom Diagnostic Tool

### Marking Period Three

Week 20 -- “Seeing Things *from* How the Brain Works” --*Science Writing*

This story focuses on:

- Text Organization
- Diction
- Central Idea

Week 21 -- “Marian Anderson” -- *Biography*

This story focuses on:

- Summarization

Week 22-23 – “*from* Don Quixote”

- Parody
- Compare and Contrast
- Semicolons
- Colons
- Ellipsis

Week 24-25-- The Tragedy of Julius Caesar, Act IV” -- *Drama*

This story focuses on:

- Internal Conflict
- External Conflict
- Latin Root *-sum-*
- Inferences

Week 26-27 -- “*from* A Raisin in the Sun” and “*from* The Tragedy of Julius Caesar”  
--*Comparing Drama*

This story focuses on:

- Connotation
- Denotation
- Character Motivation
- Adverb Clauses

### Marking Period Four

Week 28-29 -- “The American Idea” -- *Essay*

This story focuses on:

- Fact
- Opinion
- Subject Complements

Week 30 –“Sound of Thunder”

This story focuses on:

- Elements of Science Fiction

Week 31 -- Poetry Collection 4 -- *Poetry*

This story focuses on:

- Sound Devices
- Participles and Gerunds
- Latin Suffix *-or*

Week 32 -- Keystone Review

Week 33 -- Keystone Literature Exam

Week 34-36 – *They Cage the Animals at Night* -- Novel

This novel focuses on:

- Plot
- Theme
- Characterization

## **UNIT: 1**

**Big Idea # 1:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

### **Essential Questions:**

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

### **Concepts:**

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

### **Competencies:**

- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in various genre.
- Analyze and evaluate author's/authors' use of conflict, theme, and / or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

### **Big Idea #2 & #3:**

- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose, and audience?
- What role does writing play in our lives?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.

Competencies:

- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples. (content)
- Use precise vocabulary when developing writing.
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by:
  - examining how the questions of purpose, audience, and genre have been addressed.
  - examining and improving style, word choice, sentence variety and subtlety of meaning.

**Big Idea #4:** Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- Focus, content, organization, style, and conventions work together to impact writing quality



### Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position

### Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

**Big Idea #5:** Listening provides the opportunity to learn, reflect, and respond.

### Essential Questions:

- How does productive oral communication rely on speaking and listening?

### Concepts:

- Active listening facilitates learning and communication.

### Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

**Big Idea #6:** Effective speaking and listening are essential for productive communication.

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
  - o maintaining the focus of the discussion by contributing relevant content.
  - o selecting and using appropriate language.
  - o asking relevant and clarifying questions.
  - o monitoring the response of participants and adjusting contributions accordingly.
  - o employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
- Deliver effective oral presentations by:
  - o establishing a clear and concise focus or thesis.
  - o selecting and using appropriate structures, content and language to present ideas that support the thesis.
  - o utilizing appropriate technology or media to reinforce the message.
  - o employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
  - o monitoring the response of the audience and adjusting delivery accordingly.

# Curriculum Plan

**Subject/Unit:** “The Leap” -- Week 1-2

## **Overview:**

This story focuses on:

- Making Predictions
- Plot
- Foreshadowing
- Tone
- Style
- Mood
- Synonyms
- Antonyms

## **PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.B, CC.1.4.9–10.L, CC.1.4.9–10.R, CC.1.4.9–10.S, CC.1.3.9–10.K, CC.1.3.9–10.D, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

## **Assessment Anchor(s):**

L.F.1.2, L.F.2.3, L.F.1.1

## **Eligible Content:**

L.F.1.2, L.F.2.3.3, L.F.2.3.5, L.F.1.1.2, C.P.1.1.5, C.P.3.1.1, C.P.3.1.2, C.P.3.1.3, C.P.3.1.4, C.P.3.1.5, L.F.2.3.6, CC.1.3.9–10.C, L.F.1.1.3, L.F.2.3.1, L.F.2.3.4

**Focus Question(s):** “Can progress be made without conflict?”

## **Goals:**

The students will be able to dissect a short story and analyze its parts. Through teacher modeling, they will annotate texts to construct meaning and identify basic literary elements. Through modeling, the students will be able to compose an effective constructed-response using appropriate evidence from the text.

### Objectives:

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will clarify and expand their understanding of the text by conducting research (DOK 4)
- Students will synthesize their thoughts and research by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Student will be able to increase their vocabulary through use of synonyms and antonyms (DOK 2)

### Core Activities and Corresponding Instructional Methods:

**\*\*Assign all student online options to the Pearson Realize Class Account for student access to selected assignments\*\***

- Introduce the focus question: “Can progress be made without conflict?”
- View *Get Connected* video using Interactive Digital Path online resource.
- View *Meet the Author* using Interactive Digital Path online resources
- View *Background Video* using Interactive Digital Path online resources
- Introduce plot, foreshadowing, and making predictions using Interactive Digital Path online resources
- Complete “Literary Analysis: Plot and Foreshadowing” (*Digital Online Resources / Reading Kit, page 2*)
- Complete “Reading: Make Predictions” (*Digital Online Resources / Reading Kit, page 8*)
- Introduce Keystone Literature vocabulary (**mood, foreshadowing, flashback, setting, characters, direct characterization, indirect characterization, plot, exposition, conflict, rising action, climax, falling action, resolution, point of view, allusion, tone**)
- Model annotating text using the online resources (*Sample Mark-up Annotation, page iii - viii*)
- Students annotate “The Leap,” following the modeled example (*Close Reading, pages 1-8*)
- Introduce synonyms and antonyms. Practice skill using “Unit 1: Short Stories Big Question Vocabulary 2” (*Digital Online Resource / Student Companion All-in-One Workbook*)
- Introduce the constructed-response question: “**Analyze the ways in which the**

- **narrator’s views of reality were shaped by the choices that her mother made. Use information from the passage to support your answer.”**
- Teacher models the format for the constructed-response
- Students will write their own constructed-response.
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Classroom Diagnostic Tool from previous year
- Vocabulary pretest

#### **Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response
- “Literary Analysis: Plot and Foreshadowing” (*Digital Online Resources / Reading Kit, page 3*)
- “Reading: Make Predictions” (*Digital Online Resources / Reading Kit, page 9*)

#### **Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

#### **Extensions:**

- Conduct a small-group discussion about the influence of traditional forms of narrative in “The Leap.” For example, consider whether the account of the circus disaster shows the influence of myth, legend, or tall tale.
- The author Ernest Hemingway memorably defined courage as “grace under pressure.” Write an essay in which you agree or disagree with his definition based on an analysis of character of the narrator’s mother. Cite details from the story to support your analysis.

#### **Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- *Study Island*

**Instructional Methods:**

- Differentiated skills focused activities
- Whole group instruction
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** Classroom Diagnostic Tool -- Week 3

**Subject/Unit:** “The Monkey’s Paw” -- Week 4-5

**Overview:**

This story focuses on:

- Plot
- Making Predictions
- Theme
- Concrete and Abstract Nouns
- Common Nouns
- Prefixes mal- and au-

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.B, CC.1.4.9–10.L, CC.1.4.9–10.R, CC.1.4.9–10.S, CC.1.3.9–10.K, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.2, L.F.2.3, L.F.1.1

**Eligible Content:**

L.F.1.2, L.F.2.3.3, L.F.2.3.5, L.F.1.1.2, C.P.1.1.5, C.P.3.1.1, C.P.3.1.2, C.P.3.1.3, C.P.3.1.4, C.P.3.1.5

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

With less scaffolding, the students will be able to dissect a short story and analyze its parts. They will read and annotate texts and identify basic literary elements. The students will be able to compose an effective constructed-response with appropriate grammar and conventions.

**Objectives:**

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will clarify and expand their understanding of the text by conducting research (DOK 4)
- Students will synthesize their thoughts and research by writing a response to

text, supporting their ideas with evidence (DOK 3)

- Students will be able to use nouns correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Complete “Reading Workshop B”
- Review the focus question: “Can progress be made without conflict?”
- Complete “Writing About the Big Question” (*Digital Online Resources / All-In-One Workbook, page 5*)
- View *Get Connected* video using Interactive Digital Path online resources
- View *Background Video* using Interactive Digital Path online resources
- Review plot and making predictions
- View *Grammar Video* -- common and proper nouns
- Complete “Conventions: Nouns” (*Digital Online Resources / All-In-One Notebook, page 9*)
- Complete “Language Study” (*Text, page 34*)
- Complete “Literary Analysis: Plot” (*Digital Online Resources / All-In-One Workbook, page 6*)
- Complete “Reading: Use Prior Knowledge to Make Predictions” (*Digital Online Resources / All-In-One Workbook, page 7*)
- Introduce Keystone vocabulary (**theme, summary, author’s purpose, fiction, genre, elements of fiction, affix, prefix, suffix, synonym, antonym**)
- Annotate “The Monkey’s Paw” (*Close Reading Notebook*)
- Complete “Support for Writing to Sources: Narrative Writing” (Plot) (*All-In-One Workbook -- Digital Online Resources*)
- Discuss how the characters interact and change over time
- Introduce the constructed-response question: **“At the end of the story, analyze how Mr. and Mrs. White’s feelings about the talisman changed. Use information from the passage to support your answer.”**
- Complete the constructed-response using four pieces of evidence from the story.
- Complete *Study Island* activities
- Skill-Focused Fridays



## **Assessments:**

### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary pretest

### **Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response
- “Literary Analysis: Plot and Foreshadowing” (*Digital Online Resources / Reading Kit, page 3*)
- “Reading: Make Predictions” (*Digital Online Resources / Reading Kit, page 9*)

### **Summative:**

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

### **Extensions:**

- At this point in the story, the consequences of wishing, of which Sergeant Major Morris warns, have become terribly apparent. To enrich the story, explain to these students that the theme of wishing reappears again and again in folklore of various cultures. Have students write short essays explaining the universal appeal of this plot structure. Why aren't the stories about getting wishes without consequences?

### **Correctives:**

- The students may have difficulty understanding the role exposition plays in plot. To model text structure, show them the **Literary Analysis Graphic Organizer A** for “The Monkey’s Paw.” Use the completed Plot Diagram to explain to the students how the information given in the beginning of the story establishes the background for the plot.
- *Study Island*

### **Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities

- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “The Street of Canon” -- Week 6

**Overview:**

This story focuses on:

- Making inferences
- Synonyms
- Setting
- Pronouns
- Latin suffix -ity

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10B, CC.1.3.9-10.E, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “How progress be made without conflict?”

**Goals:**

The student will understand how the setting affects the plot of the story. They will realize that if the time and place were different, the story would take a different turn. They will use their inferencing skills to make connections within the text.

**Objectives:**

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting

- their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
  - Students will be able to use pronouns correctly (DOK 1)
  - Students will be able to increase their vocabulary through use of synonyms, antonyms, and suffixes (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Complete “Reading Warm-up A”
- Review the focus question: “Can progress be made without conflict?”
- View Background Video “ Courtship and Marriage in Mexico”
- Review making inferences and setting
- Complete “Literary Analysis: Setting” (*Digital Online Resources / All-In-One Workbook, page 13*)
- Complete “Literary Analysis: Setting” (*Reading Kit, page 54*)
- Complete “Literary Analysis: Making Inferences” (*Reading Kit, page 58*)
- Complete “Reading: Make Inferences and Read on to Find Additional Resources” (*Digital Online Resources -- All-In-One Workbook, page 14*)
- Introduce “Graphic Organizer A -- Setting and Inferences” using Interactive Digital Path online resources
- Introduce Keystone Literature vocabulary (**cultural significance, interpret, characterization, analysis, differentiate, dialect, motif**)
- Students annotate “The Streets of Canon” (*Close Reading, pages 21-29*)
- Review pronouns
- Complete “Conventions: Pronouns” (*Digital Online Resources*)
- Complete “Grammar: Personal Pronouns” (*Reading Kit, page 40*)
- Introduce the Latin suffix -ity. Complete the “Language Study” activities on page 48 in the text.
- Introduce the constructed-response question: **“Analyze what dangers the man from Hidalgo faced, and how they might not apply in a story set in a different time or place. Use information from the passage to support your answer.”**
- Complete the constructed-response using four pieces of evidence from the story.
- Complete *Study Island* activities
- Skill-Focused Fridays

**Assessments:****Diagnostic:**

- Benchmark as per district plan
- Vocabulary pretest

**Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response
- Complete “Grammar: Personal Pronouns” (*Reading Kit, page 41*)
- Complete “Literary Analysis: Setting” (*Reading Kit, page 55*)
- Complete “Literary Analysis: Making Inferences” (*Reading Kit, page 59*)

**Summative:**

- Selection Test (*Online Digital Resources*)
- Vocabulary Assessment
- Constructed-Response

**Extensions:**

- Ask students to analyze Niggli’s ability to recreate a region and its culture. Have students evaluate her folk sayings, setting details, food descriptions, and the other ways she re-creates life in the Mexican village.” Suggest that students identify how Niggli’s language appeals to each of the five senses. Then, challenge students to write sensory descriptions of one of their own family or cultural traditions.

**Correctives:**

- Have students read “The Streets of Canon” along with the *Student eText* or the *Hear It!* CD-Rom. Doing so will help them read the text fluently for comprehension.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “Civil Peace” -- Week 7

**Overview:**

This story focuses on:

- Theme
- Drawing Conclusions
- Latin prefix com-
- Antonyms
- Synonyms
- Adjectives
- Adverbs

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.A, CC.1.3.9-10B, CC.1.3.9-10.E, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.1.1.2, L.F.1.3.1, L.F.1.3.2, L.F.2.3.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

The students will understand that in order to draw conclusions they need to use details from the text to come to a larger understanding of something. They will also determine the story’s theme by looking at events and asking what message about life or the world they suggest.

**Objectives:**

- The students will determine the theme of the passage (DOK 2)
- The students will use prior knowledge and details from the text to draw conclusions (DOK 2)

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use adverbs and adjectives correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to increase their vocabulary through use of synonyms, antonyms, and suffixes (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- View Background Video “The Nigerian Civil War”
- Complete “Reading Warm-up A” (*Digital Online Resources*)
- Complete “Reading Warm-up B” (*Digital Online Resources*)
- Introduce Keystone Literature vocabulary (**narrative, multiple meaning words, literary movement, literary device**)
- Complete “Literary Analysis: Theme” (*Reading Kit, page 76 / Digital Online Resources*)
- Complete “Reading: Drawing Conclusions” (*Reading Kit, page 83 / Digital Online Resources*)
- Students annotate “Civil Peace”
- Complete “Language Study” in text, page 60
- Read and discuss “Degrees of Adjectives and Adverbs” (Text, page 62)
- Complete “Grammar: Degrees of Adjectives and Adverbs” (*Digital Online Resources*)
- Complete “Grammar: Degrees of Adjectives” (*Reading Kit, page 140 / Digital Online Resources*)
- Complete “Grammar: Degrees of Adverbs” (*Reading Kit, page 138 / Digital Online Resources*)
- Introduce the constructed-response question: **“Analyze the significance of this sentence in the passage. “Nothing puzzles God.” Use evidence from the passage to support your answer.”** (Note: Judging from the circumstances of each event, explain what you think Jonathan means by this expression.)
- Students complete constructed-response using evidence from the text.
- Complete *Study Island* activities



- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response
- Complete “Literary Analysis: Theme” (*Reading Kit, page 77 / Digital Online Resources*)
- Complete “Reading: Draw Conclusion” (*Reading Kit, page 83 / Digital Online Resources*)
- Complete “Grammar: Degrees of Adjectives” (*Reading Kit, page 141 / Digital Online Resources*)
- Complete “Grammar: Degrees of Adverbs” (*Reading Kit, page 139 / Digital Online Resources*)

#### **Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

#### **Extensions:**

- Have students brainstorm for the other proverbs and sayings that have a similar meaning to “Nothing puzzles God,” such as “Every cloud has a silver lining,” “Everything happens for the best,” “Fear not tomorrow, for God is already there,” and “C’est la vie” (That’s life!). Then, have students compose their own proverbs or sayings that echo the thought behind “Nothing puzzles God.” Encourage students to share their sayings with the class.

#### **Correctives:**

- Encourage students to explain the key phrase “Nothing puzzles God.” Engage them in a discussion about the phrase’s possible meanings as well as how it relates to Jonathan Iwegbu’s attitude toward life. Have them consider the reasons the writer repeats the phrase several times throughout the story.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** "A Problem" -- Week 8

**Overview:**

This story focuses on:

- Making inferences
- Characters
- Characterization
- Latin suffix -able
- Verb tenses

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.E, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** "Can progress be made without conflict?"

**Goals:**

The students will make inferences to understand the characters' actions and motivations. They will relate those experiences to their own to gain a greater understanding of the characters.

**Objectives:**

- The students will make inferences by combining clues in the text with information that they already know in order to make a logical guess about the meaning of the text (DOK 2)
- The students will understand the difference between direct and indirect characterization (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)

- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use verb tense correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- View background video “Money Lending” (*Digital Online Resources*)
- Complete “Writing About the Big Question” (*All-In-One Workbook -- Digital Online Resources*)
- Complete “Reading Warm-Up A” (*Digital Online Resources*)
- Complete “Reading Warm-Up B” (*Digital Online Resources*)
- Review characterization and making inferences
- Complete “Literary Analysis: Characterization” (*All-In-One Workbook, page 27 / Digital Online Resources*)
- Complete “Literary Analysis: Character and Characterization” (*Reading Kit, page 52*)
- Review verb tense (text, page 76)
- Complete “Conventions: Verb Tenses” (*All-In-One Workbook, page 30 / Digital Online Resources*)
- Read and annotate “A Problem” (*text, page 66-74*)
- Introduce Keystone Literature vocabulary (**inference, sentence variety, style, syntax, literary element, dialogue**)
- Introduce the constructed-response: **“Analyze in what ways, if any, does the character of Sasha develop over the course of the story. Use evidence from the passage to support your answer.”**
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Additional Formative Assessments as determined by student need in an effort to

attain mastery (to be discussed by the PLC team)

- Study Island
- Constructed-response
- “Literary Analysis: Character and Characterization” (*Reading Kit, page 53*)

**Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

**Extensions:**

- Have students do research about the practice of sending criminals to Siberia. Give them questions like these to guide their research: What types of crimes sending criminals to the region punished? What did they do while they were there? What were conditions like in Siberia?

**Correctives:**

- To help students keep track of the different views of the three uncles, work with students to create a two-column chart, with columns headed **Key Issue** and **Solution**. For each uncle, list his main concerns and his proposed solution.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “Like the Sun” and “The Open Window” -- Week 9

**Overview:**

This story focuses on:

- Paradox
- Irony
- Pronoun/Antecedent Agreement
- Subject-Verb Agreement

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

The students will compare and contrast two different reading selections. They will draw comparisons between the two, looking for examples of irony. They will understand that irony occurs when one thing is expected to happen and something else happens. They will explore verbal irony, situational irony, and dramatic irony.

**Objectives:**

- Students will be able to compare texts to find examples of irony (DOK 2)
- Students will understand the meaning of paradox (DOK 1)
- Students will understand the difference between situational irony, verbal irony, and dramatic irony (DOK 2)

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use subject-verb agreement and pronoun/antecedent agreement correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Complete “Reading Warm-Up A” (*Digital Online Resources*)
- Complete “Reading Warm-Up B” (*Digital Online Resources*)
- Introduce irony and paradox
- Complete “Literary Analysis: Irony and Paradox” (*Digital Online Resources/ All-In-One Workbook, page 35*)
- Complete “Literary Analysis: Irony and Paradox” (*Digital Online Resources/ Reading Kit, page 28*)
- Introduce *Keystone Literature* vocabulary (**narrator, main idea, key/supporting details, universal character, universal significance**)
- Introduce “Pronoun-Antecedent Agreement” (*Text, page 97*)
- Introduce “Subject-Verb Agreement” (*Text, page 99*)
- Complete “Conventions: Pronoun-Antecedent Agreement and Subject Verb Agreement” (*Digital Online Resources / All-In-One Notebook, page 38*)
- Complete “Pronoun/Antecedent Agreement” (*Digital Online Resources / Reading Kit, page 38*)
- Complete “Subject-Verb Agreement” (*Digital Online Resources / Reading Kit, page 92*)
- Read and annotate “Like the Sun” and “The Open Window” (*Text, page 80*)
- Introduce the constructed-response: **“Analyze how “Like the Sun” and “The Open Window” both explore a paradox. Use information from the passage to support your answer.”** (“Like the Sun” - Telling the truth is a virtue that leads to punishment -- “The Open Window” - The cure for Mr. Nuttel’s illness makes him worse)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response
- Complete “Literary Analysis: Irony and Paradox” (*Online Digital Resources / Reading Kit, page 25*)
- Complete “Pronoun/Antecedent Agreement” (*Digital Online Resources / Reading Kit, page 39*)
- Complete “Subject-Verb Agreement” (*Digital Online Resources / Reading Kit, page 93*)

#### **Summative:**

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

#### **Extensions:**

- Challenge students to find information about traditional Indian music. Students might find it useful to research the variety of instruments used in Indian music, famous Indian artists, including vocalists and musicians, or the progression of musical style throughout the years. When they have concluded their research, have students give a brief presentation about their findings.

#### **Correctives:**

- Draw a cause-and-effect chain on the board to help students evaluate the events of the story.
- *Study Island*

#### **Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center



**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “Contents of the Dead Man’s Pocket” -- Week 10-11

**Overview:**

This story focuses on:

- Internal Conflict
- External Conflict
- Point of View

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

The students should read the entire selection on their own. They will build stamina by reading a longer selection with little scaffolding provided by the teacher.

**Objectives:**

- Students will understand the difference external and internal conflict (DOK 2)
- Students will identify the point of view of the passage (DOK 1)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- View Background Video “Before Computers” (*Digital Online Resources*)
- Introduce Keystone Literature vocabulary (**connotation, denotation, first-person point of view, third-person limited point of view, third-person omniscient point of view**)
- Review synonyms and antonyms
- Read and annotate “Contents of a Dead Man’s Pocket” (*Text, page 110*)
- Introduce the constructed-response question: “**Analyze what aspect of Tom’s experience does the title emphasize. Use information from the passage to support your answer.**” (Tom links the evidence people will find on his body with the worth of the life that he has lived. Tom now judges that he has wasted his life.)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Teacher observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

#### **Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

### **Extensions:**

- First-person point of view allows readers to experience the world more directly through the character’s senses, emotions, and actions. Ask students to write three paragraphs in Tom’s “I” point of view as he walks along the ledge.

Challenge them to include details that appeal to all five senses: touch, taste, smell, sight, and sound.

**Correctives:**

- Students can benefit from Finney’s descriptions of the senses involved in Tom’s walk along the ledge. Have students make a list of words that describe what Tom feels, hears, and sees. To help students better follow Tom’s ordeal, have them listen to portions of the selection in the *Student eText* or on the ***Hear It!*** CD-ROM.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “from Swimming to Antarctica” -- Week 12

**Overview:**

This story focuses on:

- Mood

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

The students should read the entire selection on their own. They will build stamina by reading a longer selection with little scaffolding provided by the teacher.

**Objectives:**

- Students will understand how the plot affects the mood of the story (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Review antonyms and synonyms
- Review adjectives
- Read and annotate “*from Swimming to Antarctica*” (*Text, page 130*)
- Introduce Keystone Literature vocabulary (**elements of nonfiction, informational text, literary nonfiction, context clues**)
- Introduce constructed-response question: “**Analyze how Cox’s description of the passengers from Orlova affect the mood of her account?**” (It creates a mood of excitement and triumph)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Teacher observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

#### **Summative:**

- Selection test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

### **Extensions:**

- Encourage students to research the history of Antarctic exploration and settlement. Have students work in groups to assemble reports on one or more aspects of this subject. Possible topics might include the first expedition to the South Pole, types of scientific work conducted in Antarctica, the challenges of shelter, logistics, and supply in Antarctica, and the special gear necessary for human survival.

**Correctives:**

- Direct students' attention to Cox's use of the word *tourniquet* in the last full paragraph on page 133. Using a think-aloud process, model how to use context to infer the meaning of an unknown word.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “Occupation Conductorette *from* I Know Why the Caged Bird Sings” --  
Week 13

**Overview:**

This story focuses on:

- Bias

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

The students should read the entire selection on their own. They will build stamina by reading a longer selection with little scaffolding provided by the teacher.

**Objectives:**

- Students will understand how the character’s actions symbolize something outside the story (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)



- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Review the big question.
- Read and annotate “Occupation Conductorette *from* I Know Why the Caged Bird Sings” (*Text, page 142*)
- Introduce Keystone Literature vocabulary (**assumption, bias, generalization**)
- Introduce constructed-response question: **“Analyze how Angelou’s refusal to move into the streetcar when prompted by the conductorette symbolize the goal she sets for herself at the end of the passage. Use information from the passage to support your answer.”** (Her refusal to step in symbolizes her refusal to act her part in the “whole charade.” She is determined to overcome the prejudice and the lies.)

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary pretest

#### **Formative:**

- Teacher observations
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

#### **Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

### **Extensions:**

- Explain to students that it is often strong, passionate individuals like Maya Angelou who help bring about social, cultural, and economic changes. Ask students to identify other prominent figures that have accomplished or are working to create positive change for people. Then, have students discuss how

society has benefitted from the work of these individuals.

**Correctives:**

- The selection contains several idioms that may prove difficult. Explain to students that an idiom is an expression that means something more than or different from the meaning of the words it contains.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “Keep Memory Alive” -- Week 14-15

**Overview:**

This story focuses on:

- Propaganda
- Rhetorical Devices
- Latin Root *-scend-*
- Direct and Indirect Objects

**PA CoreStandards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “What kind of knowledge changes our lives?”

**Goals:**

The students will read persuasive writing and consider whether the writer supports claims with sound evidence and logical reasoning.

**Objectives:**

- Students will determine an author’s point of view or purpose in a text (DOK 2)
- Students will analyze how an author uses rhetoric to advance the point of view or purpose (DOK 2)
- Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (DOK 3)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)

- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Complete “Reading Warm-Up A” (*Digital Online Resources*)
- Complete “Reading Warm-Up B” (*Digital Online Resources*)
- Introduce propoganda and rhetorical devices
- Complete “Literary Analysis: Persuasive Writing and Rhetorical Devices” (*Digital Online Resources/ All-In-One Workbook, page 83*)
- Complete “Literary Analysis: Persuasive Writing” (*Digital Online Resources/ Reading Kit, page 130*)
- Review Direct and Indirect Objects
- Complete “Conventions: Direct and Indirect Objects” (*Digital Online Resources / All-In-One Notebook, page 86*)
- Complete “Grammar: Direct and Indirect Objects” (*Digital Online Resources / Reading Kit, page 114*)
- Introduce Keystone Literature vocabulary (**propaganda, propaganda techniques, name-calling, bandwagon, red herring, testimonial, repetition, sweeping generalization, circular argument, appeal to numbers, facts, statistics, emotional appeal, red herring**)
- Introduce constructed-response question: **“Analyze why Wiesel says that the award he is receiving both ‘frightens and pleases’ him. Use information from the passage to support your answer.”** (It frightens him because he worries that he cannot represent those who died. It pleases him because he knows that he shares the honor with all survivors.)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

**Formative:**

- Complete “Literary Analysis: Persuasive Writing” (*Digital Online Resources/ Reading Kit, page 131*)
- Complete “Grammar: Direct and Indirect Objects” (*Digital Online Resources / Reading Kit, page 115*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

**Summative:**

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

**Extensions:**

- Hold a debate about the following paraphrased claim from Wiesel’s speech:  
*People who do not speak up against injustice are accomplices.*

**Correctives:**

- To assist struggling readers and to deepen comprehension for all, assign the text in “chunks” and apply multi draft reading protocols.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** Research Paper -- Weeks 16-18

**Overview:**

- Rhetorical Devices
- MLA Style -- 8th Edition

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.F, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.W, CC.1.4.9-10.X

**Goals:**

In 9th grade, students completed a research paper about the life of John F. Kennedy. In 10th grade, students will continue that project by reading speeches by John F. Kennedy, looking for rhetorical devices.

**Objectives:**

- Students will conduct research to add to their research project (DOK 4)
- Students will synthesize the information in their 9th grade research paper (DOK 2)
- Students will write their research paper without plagiarizing, including a correct works cited page and parenthetical notations (DOK 2)
- Students will read John F. Kennedy's speeches, looking for rhetorical devices (DOK 2)
- Students will understand why the rhetorical devices are in the speech and their effect on the speech (DOK 3)

**Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Synthesize the information in 9th grade research papers that they have saved in their Google Drive. The 10th grade research paper is a continuation of the 9th grade research paper.
- Read and annotate a speech by John F. Kennedy
- Summarize and paraphrase information using the research paper guidelines
- Write the draft, including parenthetical notations and a well-constructed Works

- Cited page
- Write a final draft
- Submit final draft to turnitin.com
- Complete *Study Island* activities
- Skill-Focused Fridays

**Assessments:**

**Diagnostic:**

- Benchmark as per district plan

**Formative:**

- Teacher review of draft
- Outline
- Work-Cited quiz
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

**Summative:**

- Cumulative Skills Test
- Final draft of research paper
- Results of turnitin.com

**Extensions:**

- The students will compare and contrast two speeches of John F. Kennedy, looking for the rhetorical devices used in both speeches.

**Correctives:**

- The student will use free online work cited generator to check their works cited page.
- Students who did not complete a research paper in 9th grade will need to include a biography in their 10th paper.

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *OWL Purdue*
- Internet
- *Study Island*

- Turnitin.com
- Chromebooks
- Headphones



**Subject/Unit:** Classroom Diagnostic Tool -- Week 19

**Subject/Unit:** “Seeing Things *from* “How the Brain Works” -- Week 20

**Overview:**

This story focuses on:

- Text Organization
- Diction
- Central Idea

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “What kind of knowledge changes our lives?”

**Goals:**

The students will understand how to use text features to understand science writing. They will use the images, labels, and captions to augment their understanding of the text.

**Objectives:**

- Students will identify the text organization of the passage (DOK 1)
- Students will determine the central idea of the passage (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting

their ideas with evidence (DOK 3)

- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Review the big question.
- Read and annotate “Seeing Things *from* How the Brain Works” (*Text, page 320*)
- Introduce Keystone Literature vocabulary (**text organization, nonfiction, sequence of steps, compare/contrast, cause/effect, chronological order, description, headings/graphics/charts**)
- Introduce constructed-response question: “**Analyze what role memory plays in the neurological function of seeing?**”
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary pretest

#### **Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

#### **Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

### **Extensions:**

- Conduct research to learn more about the factors that shape what and how we see. Use an online search engine and keywords such as “vision,” “perception,” and “interpretation.” Select high-quality educational and scientific sites for materials. Take clear notes and document your sources. Then, write several

paragraphs in which you explain your findings.

**Correctives:**

- To help students sort through the information and comprehend the process the author is describing, assist them in constructing a sequence chart showing the steps in the process of seeing. The chart should contain the following steps: Light hits the back of the eyeball; image is picked up by retina; image is relayed to occipital lobe; hierarchy of visual modules sorts through data.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “Marian Anderson” -- Week 21

**Overview:**

This story focuses on:

- Summarization

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “Can progress be made without conflict?”

**Goals:**

Famed poet Langston Hughes examines the challenges faced by Marian Anderson, a legendary singer from South Philadelphia. The students will realize that despite all of her successes, it was difficult to gain acceptance in a racially conflicted America.

**Objectives:**

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a summary, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Review the big question.
- Read and annotate “Marian Anderson” (*eText, page L110*)
- Introduce Keystone Literature vocabulary (**biography, drawing conclusions, evaluate, explain, explicit, implicit**)
- Write a summary of the selection
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Teacher Observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

#### **Summative:**

- Summary of Text
- Vocabulary Assessment

### **Extensions:**

- Students will research others during this time period that also struggle with racial acceptance.

### **Correctives:**

- Students will use a graphic organizer to help them write their summary.
- *Study Island*

### **Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Online Text Sets -- Unit 1 -- L110 (eTexts)*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “*from Don Quixote*” -- Week 22-23

**Overview:**

This story focuses on:

- Parody
- Compare and Contrast
- Semicolons
- Colons
- Ellipsis

**PA Core Standards**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

**Focus Question(s):** “Can anyone be a hero?”

**Goals:**

The students will realize that in parody, satire, and other works that mock or criticize, a writer may portray a commonly held worldview as an illusion and open to ridicule.

### Objectives:

- Students will be able to use colons, semicolons, and an ellipsis correctly (DOK 1)
- Students will understand the elements of a parody (DOK 1)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a constructed-response, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Complete “Literary Analysis: Parody” (*Digital Online Resources / All-in-One Workbook, page 277*)
- Complete “Literary Analysis: Parody” (*Digital Online Resources / Reading Kit, page 288*)
- Complete “Reading: Compare and Contrast to Understand Worldviews” (*Digital Online Resources / All-in-One Workbook, page 278*)
- Complete “Literary Analysis: Comparing Themes and Worldviews” (*Digital Online Resources / Reading Kit, page 290*)
- Complete “Conventions: Semicolons, Colons, and Ellipsis Points” (*Digital Online Resources / All-in-One Workbook, page 280*)
- Introduce Keystone Literature vocabulary (**allegory, satire, symbolism, irony**)
- Introduce constructed-response question: **“Analyze the attitudes, values, and beliefs that Cervantes criticizes through the parody. What values and beliefs do you think Cervantes respects? Use information from the passage to support your answer?”** (Cervantes suggests that romanticizing chivalry, a long-dead worldview, is absurd. Cervantes may respect a realistic worldview since he does not make fun of Sancho, who sees the world as it is and takes care of Don Quixote.)
- Complete *Study Island* activities
- Skill-Focused Fridays

### Assessments:

**Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

**Formative:**

- Complete “Literary Analysis: Parody” (*Digital Online Resources / Reading Kit, page 289*)
- Complete “Literary Analysis: Comparing Themes and Worldviews” (*Digital Online Resources / Reading Kit, page 291*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

**Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

**Extensions:**

- Don Quixote’s name has entered the language as an adjective, *quixotic*, which describes behavior like his: excessively idealistic or impractical. Have students use a dictionary to search for other adjectives based on proper names that are no longer capitalized, such as *oedipal*, *platonic*, *gargantuan*, and *mercurial*.

**Correctives:**

- Because of Cervantes’s florid and elaborate style, students may have trouble understanding the excerpts and appreciating their humor. Summarize passages for them and play the audio of passages from the ***Student eText*** or the ***Hear It!*** CD-ROM while they follow along in the textbook.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*



- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “The Tragedy of Julius Caesar, Act IV” -- Week 24-25

**Overview:**

This story focuses on:

- Internal Conflict
- External Conflict
- Latin Root *-sum-*
- Inferences

**PA Core Standards for English Language Arts Standards:**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “To what extent does experience determine what we perceive?”

**Goals:**

The students will experience Shakespeare’s use of blank verse, which follows a regular pattern of five unstressed-stressed syllable pairs. The students will rephrase archaic phrases in contemporary English.

**Objectives:**

- Students will paraphrase and breakdown the Shakespearean language (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a constructed-response, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the

- college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Complete “Reading Warm-up A” (*Digital Online Resources*)
- Complete “Reading Warm-up B” (*Digital Online Resources*)
- Read and annotate “The Tragedy of Julius Caesar, Act IV” (*Text, page 621*)
- Complete “Literary Analysis: Conflict in Drama” (*Digital Online Resources / All-in-One Workbook, page 207*)
- Complete “Reading: Read Between the Lines” (*Digital Online Resources / All-in-One Workbook, page 208*)
- Complete “Literary Analysis: Read Between the Lines” (*Digital Online Resources / Reading Kit, page 240*)
- Complete “Literary Analysis: Internal and External Conflict” (*Digital Online Resources / Reading Kit, page 232*)
- Complete “Language Study” (*Text, page 636*)
- Introduce Keystone Literature vocabulary (**drama**)
- Introduce constructed-response question: **“Analyze whether or not Brutus feels an internal conflict over his decision to join the conspirators. Use information in the passage to support your answer.”**
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

#### **Formative:**

- Complete “Literary Analysis: Internal and External Conflict” (*Digital Online Resources / Reading Kit, page 233*)
- Complete “Literary Analysis: Read Between the Lines” (*Digital Online Resources / Reading Kit, page 240*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

**Summative:**

- Selection Test (*Digital Online Resources*)
- Vocabulary Assessment
- Constructed-Response

**Extensions:**

- Have students research Stoicism and its principle of accepting death and other events beyond one's control without grief, fear, or other emotion as presented in the play. Have them examine this scene and earlier passages in the play that reflect this idea.

**Correctives:**

- Read Brutus' monologue aloud. With students, paraphrase these statements. Then, have students continue reading Scene iii aloud until line 122, either in small groups or with partners. If necessary, students can trade or alternate roles so that everyone has a chance to read and to listen. After each character's part, ask students to summarize what they have read.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “*from A Raisin in the Sun*” and “*from The Tragedy of Julius Caesar*” --  
Week 26-27

**Overview:**

This story focuses on:

- Connotation
- Denotation
- Character Motivation
- Adverb Clauses

**PA Core Standards**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

**Focus Question(s):** “To what extent does experience determine what we perceive?”

**Goals:**

Playwrights Lorraine Hansberry and William Shakespeare portray complex characters who struggle with conflicting ideals, aspirations, and desires. Students will notice details in characters’ dialogue, actions, and reactions that suggest what they want and show how their desires shape their decisions.

**Objectives:**

- Students will understand the difference between connotation and denotation (DOK 1)
- Students will be able to combine sentences using adverbial clauses (DOK 1)
- Students will compare and contrast characters’ motivations (DOK 2)
- Students will paraphrase and breakdown the Shakespearean language (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)

- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a constructed-response, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Read and annotate “*from A Raisin in the Sun*” (*Text, page 662*)
- Read and discuss “Language Study: Connotation and Denotation” (*Text, page 666*)
- Read and discuss “Revising to Combine Sentences Using Adverb Clauses” (*Text, page 675*)
- Complete “Grammar: Adverb Clauses” (*Digital Online Resources, Reading Kit, page 250*)
- Complete “Literary Analysis: Combining Sentences Using Adverb Clauses” (*Digital Online Resources / All-in-One Workbook, page 225*)
- Complete “Literary Analysis: Character Motivation” (*Digital Online Resources / All-in-One Workbook, page 220*)
- Introduce constructed-response question: “**Compare the motivations of Walter to Cassius. Use information from the passage to support your answer.**” (Comparing Characters’ Motivation, page 665, #1)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan

#### **Formative:**

- Teacher observation
- Complete “Grammar: Adverb Clauses” (*Digital Online Resources, Reading Kit, page 251*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island

- Constructed-response

**Summative:**

- Selection Test
- Constructed-Response

**Extensions:**

- Challenge students to write a few paragraphs in which they use all of the subordinating conjunctions listed in the student text. Next, have them rewrite their paragraphs, dividing the sentences and eliminating the subordinating conjunctions. Then, have them trade papers and try to combine their partners' sentences, using all of the subordinating conjunctions again.

**Correctives:**

- Assign groups of three. Have each group choose a set of three words with the same denotation and connotations. Groups can make posters with three images or perform skits with three scenes. Each image or scene should show the denotation and connotations of one word. Have groups perform their skits or display their posters and challenge the class to guess which words they chose.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “The American Idea” -- Week 28-29

**Overview:**

This story focuses on:

- Fact
- Opinion
- Subject Complements

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

**Focus Question(s):** “What kind of knowledge changes our lives?”

**Goals:**

The students will realize that essay writers seek both to explain ideas and to persuade readers of their point of view. To be effective, a writer should present facts and evidence rather than unsupported opinions. They will realize that it is important to evaluate the content of essays by distinguishing between facts and opinions.

**Objectives:**

- Students will be able to distinguish fact from opinion (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a constructed-response, supporting their ideas with evidence (DOK 3)



- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Watch the Background Video
- Read and discuss “Building Knowledge” (*Text, page 240-241*)
- Read and annotate “The American Idea” (*Text, page 242*)
- Complete “Reading Warm-up A” (*Digital Online Resources*)
- Complete “Reading Warm-up B” (*Digital Online Resources*)
- Complete “Literary Analysis: Analytic and Interpretive Essays” (*Digital Online Resources / All-in-One Workbook, page 90*)
- Complete “Literary Analysis: Analytic and Interpretive Essays” (*Digital Online Resources / Reading Kit, page 132*)
- Complete “Reading: Evaluate Persuasion -- Fact and Opinion” (*Digital Online Resources / All-in-One Workbook, page 91*)
- Read and discuss “Conventions: Subject Complements” (*Text, page 248*)
- Complete “Conventions: Subject Complements” (*Digital Online Resources / All-in-One Workbook, page 93*)
- Introduce constructed-response question: **“Analyze how the story of Adams and Jefferson, along with other details and varied types of appeals, strengthens White’s presentation of an ‘American Idea.’ Use information from the passage to support your answer.”** (White portrays Jefferson and Adams as strong American voices and representatives of the “American idea.” Also, he explains that they both died on Independence Day and that Adam’s last words referred to Jefferson.)
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan

#### **Formative:**

- Complete “Literary Analysis: Analytic and Interpretive Essays” (*Digital Online Resources / Reading Kit, page 133*)
- Additional Formative Assessments as determined by student need in an effort to

attain mastery (to be discussed by the PLC team)

- Study Island
- Constructed-response

**Summative:**

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test
- Constructed-Response

**Extensions:**

- Write a brief paragraph about the writing of the Declaration of Independence. Include at least two predicate adjectives and at least two predicate nominatives. After you draft, identify the subject complements you have included.

**Correctives:**

- “The American Idea” contains challenging vocabulary, abstract ideas, and many historical references. Students will benefit from following along in their text as they listen to the recording of the selection on the ***Student eText*** or on the ***Hear It!*** CD-ROM.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** “The Sound of Thunder” -- Week 30

**Overview:**

This story focuses on:

- Figurative Language
- Elements of science fiction

**PA Core Standards**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

**Focus Question(s):** “Does all communication serve a positive purpose?”

**Goals:**

The students will understand that fiction can be divided into different genres, and each has its own rules. The students will learn the elements of science fiction and what makes it different from other genres.

**Objectives:**

- Students will be able to identify figurative language (DOK 1)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

**Core Activities and Corresponding Instructional Methods:**

- Introduce the elements of science fiction
- Introduce “The Butterfly Effect”
- Review figurative language
- Read and annotate “The Sound of Thunder”
- Complete “Sound of Thunder” figurative language activities

**Assessments:**

**Diagnostic:**

- Benchmark as per district plan

**Formative:**

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island

**Summative:**

- Figurative Language Test
- Constructed-response

**Extensions:**

- View the video “Sound of Thunder”

**Correctives:**

- Students work in pairs to find figurative language elements in the story
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- “The Sound of Thunder” story
- Figurative language packet
- *Study Island*

**Subject/Unit:** “Poetry Collection 4” -- Week 31

**Overview:**

This story focuses on:

- Sound Devices
- Participles and Gerunds
- Latin Suffix *-or*

**PA Core Standards**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

**Focus Question(s):** “Does all communication serve a positive purpose?”

**Goals:**

Students will be able to understand a poem by paraphrasing it. They will also recognize that poets use a variety of sound devices in poetry to tap the music in words.

**Objectives:**

- Students will identify and use participles and gerunds correctly in a sentence (DOK 1)
- Students will identify and understand the effects of sounds devices in poetry (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a constructed-response,

- supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

**Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Watch the Background Video
- Complete “Reading Warm-up A” (*Digital Online Resources*)
- Complete “Reading Warm-up B” (*Digital Online Resources*)
- Read and discuss “Close Reading Focus” (*Text, page 404*)
- Complete “Literary Analysis: Sound Devices” (*Digital Online Resources, All-in-One Workbook, page 153*)
- Complete “Reading: Break Down Long Sentences to Paraphrase Poems” (*Digital Online Resources, All-in-One Workbook, page 154*)
- Complete “Literary Analysis: Sound Devices” (*Digital Online Resources / Reading Kit, page 182*)
- Complete “Conventions: Participles and Gerunds; Participial and Gerund Phrases” (*Digital Online Resources / All-in-One Workbook, page 156*)
- Complete “Grammar: Participles and Gerund” (*Digital Online Resources / Reading Kit, page 214*)
- Introduce Keystone Literature vocabulary (**voice, sound devices, alliteration, structure of a poem, rhyme scheme, diction**)
- Introduce constructed-response question: **“Analyze the effects of the sound devices in “Meeting at Night” and “Jazz Fantasia.” Use information from the passage to support your answer.”** (The sound devices, particularly the alliterative “l,” in “Meeting at Night” give the poem a soft, lulling gentle feeling of quietness and secrecy. In contrast, the hard sounds of “Jazz Fantasia,” such as the “k,” “t,” and “d” sounds, work to ground and make tangible jazz and its effects on listeners.)
- Complete *Study Island* activities
- Skill-Focused Fridays

**Assessments:**

**Diagnostic:**

- Benchmark as per district plan
- Vocabulary Pretest

**Formative:**

- Complete “Literary Analysis: Sound Devices” (*Digital Online Resources /*

*Reading Kit, page 183)*

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response
- Complete “Grammar: Participles and Gerund” (*Digital Online Resources / Reading Kit, page 215*)

**Summative:**

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test (*Online Digital Resources*)
- Vocabulary Assessment
- Constructed-Response

**Extensions:**

- Play student’s CDs or soundtracks that evoke a mood similar to the one evoked by “Meeting at Night.” Possibilities include Modest Mussorgsky’s *Pictures at an Exhibition* or Alan Hovhaness’s *And God Created Great Whales*. Tell students to prepare and deliver brief oral reports in which they compare the musical piece to the poem.

**Correctives:**

- For “Meeting at Night,” read aloud the first stanza to students, emphasizing the meter. Tell students that the meter of the first stanza evokes the rise and fall of waves. Then read aloud the second stanza. Point out to students how the meter changes in the second stanza; the rhythm quickens, imitating the speed with which the speaker moves toward the farm. To be sure that students do not miss the poem’s lyric elements, have volunteers read each stanza aloud. Model for students how to identify the sensory details in each stanza.
- *Study Island*

**Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** Keystone Review -- Week 32

**Overview:**

This story focuses on:

- Keystone Vocabulary
- Fiction
- Nonfiction

**PA Core Standards for English Language Arts Standards:**

CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G, CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2, L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.F.2.3.4, L.F.2.2.1, L.F.2.2.3, L.F.2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4

**Goals:**

The students will review all of the Eligible Content that will be assessing on the Keystone Literature Exam. The focus will be on breakdown constructed-response prompts and Keystone Literature vocabulary.

**Objectives:**

- Students will be able to define and apply Keystone Literature vocabulary (DOK 2)
- Students will be able to read and annotate fiction and nonfiction passages (DOK 2)
- Students will be able to answer a constructed-response question (DOK 3)



### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Review Keystone Literature vocabulary
- Read and annotate a variety of *Keystone Released Items*
- Students will practice answering multiple-choice questions by eliminating answers
- Students will create a graphic organizer to answer a constructed-response question
- Students will answer a variety of constructed-response questions
- Complete *Study Island* activities
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan

#### **Formative:**

- Teacher Observation

#### **Summative:**

- Keystone Literature Exam

#### **Extensions:**

- Students play Kahoot! using Keystone Literature vocabulary

#### **Correctives:**

- Students breakdown a variety of constructed-response prompts and brainstorm possible answers.

#### **Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

#### **Materials and Resources:**

- *Keystone Literature Released Items*
- Internet
- *Study Island*
- Keystone Literature vocabulary
- Chromebooks
- Headphones

**Subject/Unit:** Keystone Literature Exam -- Approximately Week 33

**Subject/Unit:** *They Cage the Animals at Night* -- Weeks 34-36

**Overview:**

This story focuses on:

- Theme
- Plot
- Characterization

**PA Core Standards**

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

**Assessment Anchor(s):**

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.F.2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

**Focus Question(s):** “How does one overcome adversity?”

**Goals:**

The students will understand how the development of the character affects the plot of the story.

**Objectives:**

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Read and discuss novel
- Complete *Study Island* activities
- Write a full-length essay
- Compound and complex sentences
- Skill-Focused Fridays

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan

#### **Formative:**

- Teacher observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- Study Island
- Constructed-response

#### **Summative:**

- Culminating Skills Test
- Cumulative Grammar Test
- Culminating Project
- Full-length Essay

### **Extensions:**

- Compare and contrast the foster care system from 1950s to present

### **Correctives:**

- Chunk the reading material into manageable units for struggling readers.

### **Instructional Methods:**

- Whole group instruction
- Differentiated skills focused activities
- Small group instruction
- Computer center

### **Materials and Resources:**

- *They Cage the Animals at Night*
- Internet
- *Study Island*
- Chromebooks
- Headphones

## Appendix

### **Core Standards for English Language Arts**

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

# **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: *Pearson Common Core Literature*

Textbook ISBN #: 978-0-13-326821-8

Textbook Publisher & Year of Publication: Pearson Education 2015

Curriculum Textbook is utilized in Concepts of English 10

## **Checklist to Complete and Submit:**

- \_\_\_\_\_ **Copy of the curriculum using the template entitled “Planned Instruction,” available on the district website.**
  
- \_\_\_\_\_ **The primary textbook form(s).**
  
- \_\_\_\_\_ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

**Each principal and/or department chair has a schedule of “First and Second Reviewers.”  
Each Reviewer must sign & date below.**

**First Reviewer Printed Name** \_\_\_\_\_

**First Reviewer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Second Reviewer Printed Name** \_\_\_\_\_

**Second Reviewer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_