

Unit 1 - Crossing Generations

Bell Ringer	Assessment(s)	Resources
Whole Group		
Text Selection(s)	Vocabulary/Word Study	
1. Realistic Short Story: Two Kinds from The Joy Luck Club	V: lamented; indignity; reproach; discordant; squabbling; devastated (V.1.3) WS: Prefix: in- (V.1.2) Compound Adjectives	
2. Feature Article: The Case of the Disappearing Words: Saving the World's Endangered Languages	V: fluently; linguists; term; lecture; recording; pronouncing (V.1.3) WS: Root Word: -lingua- (V.1.2)	
3. Human Interest Story: Tutors Teach Seniors New High-Tech Tricks	V: WS: Context Clues (V.1.3); Suffix -ment (V.1.2)	
4. Memoir: from Mom & Me & Mom	V: WS: Base Words (V.1.3); Root: -phil- (V.1.2)	
5. TV Interview: Learning to Love My Mother	V: interview subject; set; tone (V.1.1) WS: Media Vocabulary (V.1.1)	
6. Image Gallery: Mother-Daughter Drawings	V: composition; light and shadow; proportion (V.1.1) WS: Media Vocabulary (V.1.1)	
7. Poetry Collection 1: Abuelita Magic; Mother to Son; To James	V: WS: Context Clues (V.1.3); Synonyms and Antonyms (V.1.3)	
Writing		
Resiliency		
HE.68.R.1.1: Demonstrate the ability to respond with empathy in a variety of contexts and situations. Clarifications: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.		
Teacher Table		
Standard(s)	Lesson(s)	
1. R.1.1, R.1.3	Character, Conflict, and Resolution	
2. R.2.1, R.2.2, R.2.3	Central Ideas and Supporting Evidence Author's Purpose	
3. R.2.3, R.3.2	Purpose and Tone Central Idea and Supporting Evidence	

4. R.2.2	Literary Devices: Dialogue and Description	
5. R.2.2		
6.		
7. R.1.4, R.3.1, R.3.4	Graphical Elements in Poetry Figurative Language: Metaphor	
Independent	Technology	
*Intensive students will complete Lexia PowerUp during Independent or Technology Center.	Text Selection(s)	IXL Skill(s)
	Realistic Short Story: Two Kinds from The Joy Luck Club	Analyze and interpret 1. Identify supporting details in literary texts Study language and craft 2. Words with un-, dis-, in-, im-, and non- 3. Identify common and proper nouns 4. Identify pronouns and their antecedents 5. Form the singular or plural possessive
	Feature Article: The Case of the Disappearing Words: Saving the World's Endangered Languages	Analyze and interpret 1. Identify the author's purpose 2. Identify text structures Study language and craft 3. Use Greek and Latin roots as clues to the meanings of words
	Human Interest Story: Tutors Teach Seniors New High-Tech Tricks	1. Determine the main idea of a passage 2. Identify supporting details in informational texts 3. Positive and negative connotation
	Memoir: from Mom & Me & Mom	1. Use words as clues to the meanings of Greek and Latin roots 2. Identify subordinating conjunctions 3. Is the sentence simple, compound, complex, or compound-complex?
	TV Interview: Learning to Love My Mother	1. Compare information from two texts
	Image Gallery: Mother-Daughter Drawings	1. Compare illustrations of literary and historical subjects

	Poetry Collection 1: Abuelita Magic; Mother to Son; To James	1.Choose the synonym 2.Choose the antonym 3.Identify sensory details 4.Interpret figures of speech
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Unit 2 - Imagining the Future

Bell Ringer

Assessment(s)

Resources

Whole Group

Text Selection(s)

Vocabulary/Word Study

1. Short Story: Dark They Were, And Golden-Eyed

V: *submerged; forlorn; canals; immense; atmosphere; mosaic*
WS: [Synonyms and Nuance](#) (V.1.3)

2. Radio Play: Dark They Were, And Golden-Eyed

V: *sound effects; actors' delivery; background music* (V.1.1)
WS: Media Vocabulary (V.1.1)

3. Poetry collection: Science Fiction Cradle Song; First Men on the Moon

V:
WS: Reference Materials (V.1.3); [Connotation and Denotation](#) (V.1.3)

4. Science Fiction: The Last Dog

V:
WS: Context Clues (V.1.3); [Suffix: -tion](#) (V.1.2) [Verb Tenses](#)

5. Argumentative Essay: Mars Can Wait. Oceans Can't

V:
WS: Context Clues (V.1.3); [Synonyms](#) (V.1.3)

6. Argumentative Essay: from Packing for Mars

V:
WS: Reference Materials (V.1.3); [Antonyms](#) (V.1.3)

Writing

Resiliency

HE.68.R.2.4: Monitor progress toward attaining a personal goal.

HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.

HE.68.R.2.7: Identify how continuous learning leads to personal growth.

Teacher Table

Standard(s)

Lesson(s)

1. R.1.1, R.3.1, R.3.4

[Setting and Figurative Language](#)
[Sentence Structures](#)

2.

3. R.1.4, R.3.2

[Meter and Rhyme Scheme](#)
[Development of Theme](#)

4.

[Foreshadowing, Suspense, and Plot](#)

5. R.2.4

[Claim and Supporting Evidence](#)

	Diction and Tone	
6. R.2.3, R.2.4, R.3.1, R.3.4	Claim, Evidence, and Audience Language and Purpose	
Independent	Technology	
*Intensive students will complete Lexia PowerUp during Independent or Technology Center.	Text Selection(s)	IXL Skill(s)
	Short Story: Dark They Were, And Golden-Eyed	Analyze and interpret 1.Classify figures of speech Study language and craft 2.Describe the difference between related words 3.Identify dependent and independent clauses
	Radio Play: Dark They Were, And Golden-Eyed	1.Compare two texts with different genres
	Poetry collection: Science Fiction Cradle Song; First Men on the Moon	1.Use dictionary entries 2.Label the rhyme scheme 3.Positive and negative connotation
	Science Fiction: The Last Dog	1.Analyze short stories 2.Determine the meaning of words using antonyms in context 3.Interpret the meaning of an allusion from its source 4.Simple past, present, and future tense: review 5.Identify and correct inappropriate shifts in verb tense
	Argumentative Essay: Mars Can Wait. Oceans Cannot.	1.Distinguish facts from opinions 2.Identify counterclaims 3.Which sentence is more formal?
	Argumentative Essay: from Packing for Mars	1.Use thesaurus entries 2.Trace an argument 3.Determine the meaning of idioms from context: set 1

Unit 3 - Transformations

Bell Ringer

Assessment(s)

Resources

Whole Group

Text Selection(s)

Vocabulary/Word Study

1. Drama: A Christmas Carol: Scrooge and Marley, Act 1

V: covetous; morose; resolute; impossible; malcontent; miser
WS: Prefix: *mal* - (V.1.2)

2. Drama: A Christmas Carol: Scrooge and Marley, Act 2

V: parallel; altered; strive; dispelled; earnest; infinitely
WS: Prefix: *para*- (V.1.2)

3. Novel Excerpt: from A Christmas Carol

V: dreaded; penitence; grief; rebuke; trembling; plaintive
WS: Synonyms and Nuance (V.1.3); Conjunctions

4. Realistic Short Story: Thank You, M'am

V:
WS: Context Clues (V.1.3); Multiple-Meaning Words (V.1.3); Prepositions and Prepositional Phrases

5. Science Journalism: Learning Rewires the Brain

V:
WS: Reference Materials (V.1.3); Root: *-sign-* (V.1.2)

6. Poems: Trying to Name What Doesn't Change; I Myself

V:
WS: Reference Materials (V.1.3); Root: *-tort-* (V.1.2; V.1.3)

7. Gothic Horror: The Tell-Tale Heart

V:
WS: Context Clues (V.1.3); Word History: Old English; Colons, Semicolons, and Dashes

Writing

Resiliency

HE.68.R.3.2: Explain and develop ways to apply leadership skills in the school and the community.

Teacher Table

Standard(s)

Lesson(s)

1. R.1.1, R.1.3, R.3.2

Dialogue and Character Development
Subjective and Objective Points of View

2. R.1.1, R.1.2, R.3.2

Stage Directions and Character Development
Multiple Themes

3. R.1.3

Narrative Point of View: Omniscient Narrator

4.	Plot Elements	
5. R.2.1, R.2.2, R.2.4, R.3.2, R.3.4	Text Sections and Features Rhetorical Devices and Logical Fallacies	
6. R.1.2, R.1.4, R.3.1, R.3.3	Imagery and Themes Poetic Structures and Purpose	
7. R.1.3, R.3.2	Unreliable Narrator	
Independent	Technology	
*Intensive students will complete Lexia PowerUp during Independent or Technology Center.	Text Selection(s)	IXL Skill(s)
	Drama: A Christmas Carol: Scrooge and Marley, Act 1	Analyze and interpret 1.Analyze short stories 2.Read drama 3.Is the sentence declarative, interrogative, imperative, or exclamatory? Study language and craft 4.Determine the themes of short stories
	Drama: A Christmas Carol: Scrooge and Marley, Act 2	Analyze and interpret 1.Analyze short stories 2.Read drama 3.Is the sentence declarative, interrogative, imperative, or exclamatory? Study language and craft 4.Determine the themes of short stories
	Novel Excerpt: from A Christmas Carol	Analyze and interpret 1.Identify the narrative point of view Study language and craft 2.Describe the difference between related words 3.Identify coordinating conjunctions 4.Use the correct pair of correlative conjunctions 5.Use coordinating conjunctions
	Realistic Short Story: Thank You, M'am	1.Identify supporting details in literary texts 2.Read realistic fiction 3.Which definition matches the sentence?

		4. Identify prepositional phrases
	Science Journalism: Learning Rewires the Brain	1. Analyze rhetorical strategies in historical texts 2. Analogies 3. Read graphic organizers
	Poems: Trying to Name What Doesn't Change; I Myself	1. Match the quotations with their themes 2. Determine the meanings of words with Greek and Latin roots
	Gothic Horror: The Tell-Tale Heart	1. Determine the meaning of words using synonyms in context 2. Use semicolons and commas to separate clauses 3. Use semicolons, colons, and commas with lists 4. Use dashes

Unit 4 - Learning from Nature

Bell Ringer

Assessment(s)

Resources

Whole Group

Text Selection(s)

Vocabulary/Word Study

1. Descriptive Essay: from Silent Spring

V: *blight; maladies; puzzled; stricken; stillness; deserted*
WS: [Long i Spelling Patterns](#)

2. Myths: How Grandmother Spider Stole the Sun; How Music Came to the World

V: *benefit; temperate; passion; cacophony; besieged; coaxed*
WS: [Prefix: be-](#) (V.1.3); [Misplaced and Dangling Modifiers](#)

3. Poetry collection: Turtle Watchers; Jaguar; The Sparrow

V:
WS: Reference Materials (V.1.3); [Etymology](#) (V.1.3)

4. Closing Argument: Eulogy on the Dog

V:
WS: Context Clues (V.1.3); [Word Origins](#) (V.1.2, V.1.3)

5. Science Feature: Creature Comforts: Three Biology-Based Tips for Builders

V:
WS: Reference Materials (V.1.3); [Root: -fin-](#) (V.1.2); [Verb Tenses](#)

6. Magical Realism: He-y, Come On Out

V:
WS: Context Clues (V.1.3); [Root: -sequ-](#) (V.1.2)

Writing

Resiliency

HE.68.R.3.2: Explain and develop ways to apply leadership skills in the school and the community.

Teacher Table

Standard(s)

Lesson(s)

1. R.1.3, R.2.3, R.3.1, R.3.2

[Language and Purpose](#)
[Point of View](#)

2. R.1.2, R.3.3

[Multiple Themes](#)

3. R.1.2, R.1.4, R.3.1, R.3.2, R.3.3

[Multiple Themes](#)
[Language and Tone](#)

4. R.2.2, R.2.4, R.3.4

[Development of Argument](#)

5. R.2.1

[Text Features: References and Acknowledgments](#)

6. R.1.1, R.1.2

[Setting, Character, and Plot](#)

	Irony and Theme	
Independent	Technology	
*Intensive students will complete Lexia PowerUp during Independent or Technology Center.	Text Selection(s)	IXL Skill(s)
	Descriptive Essay: from Silent Spring	Analyze and interpret 1.Analyze the effects of figures of speech on meaning and tone 2.Compare passages for tone
	Myths: How Grandmother Spider Stole the Sun; How Music Came to the World	Analyze and interpret 1.Determine the themes of short stories Conventions 2.Select the misplaced or dangling modifier 3.Are the modifiers used correctly? 4.Misplaced modifiers with pictures
	Poetry collection: Turtle Watchers; Jaguar; The Sparrow	1.Draw inferences from a text 2.Use etymologies to determine the meanings of words
	Closing Argument: Eulogy on the Dog	1.Trace an argument 2.Use academic vocabulary in context: informational 3.Identify appeals to ethos, pathos, and logos in advertisements
	Science Feature: Creature Comforts: Three Biology-Based Tips for Builders	1.Form the perfect verb tenses 2.Simple past, present, and future tense: review 3.Determine the meanings of Greek and Latin roots 4.Organize information by main idea 5.Use in-text citations (MLA 8th–9th editions)
	Magical Realism: He-y, Come On Ou-t	1.Form the perfect verb tenses 2.Simple past, present, and future tense: review 3.Determine the meanings of Greek and Latin roots 4.Organize information by main idea 5.Use in-text citations (MLA 8th–9th editions)

Unit 5 - Facing Adversity

Bell Ringer	Assessment(s)	Resources
Whole Group		
Text Selection(s)	Vocabulary/Word Study	
1. Historical Writing: Black Sunday: The Storm That Gave Us the Dust Bowl	V: <i>plight; ravaged; widespread; unending; demoralized; impoverished</i> WS: Compound Words (C.3.1) Complex Sentences	
2. Historical Fiction: from The Grapes of Wrath	V: <i>ruthless; bitterness; toil; sorrow; doomed; frantically</i> WS: Suffix: -less (V.1.2)	
3. Sports Profile: High School Teammates Carry On	V: <i>foreseen; anticipated; glimpses; fathom; invested; outcome</i> WS: Word Origins (V.1.3)	
4. Realistic Short Story: The Circuit	V: WS: Base Words (V.1.3); Spelling: -ly and -ally Endings ; Commas	
5. Interview: How This Son of Migrant Farm Workers Became an Astronaut	V: WS: Context Clues (V.1.3); Root: -duc- (V.1.2)	
6. Oral History: A Work in Progress	V: WS: Context Clues (V.1.3); Prefix: extra- (V.1.2)	
7. Lyric poems: Do Not Go Gentle Into That Good Night; Remember	V: WS: Context Clues (V.1.3); Root Word: gravis (V.1.2)	
Writing		
Resiliency		
HE.68.R.2.4: Monitor progress toward attaining personal goals. HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal. HE.68.R.2.7: Identify how continuous learning leads to personal growth.		
Teacher Table		
Standard(s)	Lesson(s)	
1. R.2.2, R.3.3	Central Idea and Supporting Evidence	
2. R.1.1, R.1.2, R.1.3	Multiple Themes Narrative Point of View	
3. R.2.3, R.3.4	Direct and Indirect Characterization Rhetorical Devices	
4. R.1.1	Influence of Setting	

5. R.1.1, R.2.1	Influence of Setting Organizational Patterns	
6. R.2.3, R.3.1	Language and Voice Diction: Verb Mood	
7. R.1.4, R.3.1, R.3.2, R.3.4	Poetic Forms and Meaning Sound Devices and Tone	
Independent	Technology	
*Intensive students will complete Lexia PowerUp during Independent or Technology Center.	Text Selection(s)	IXL Skill(s)
	Historical Writing: Black Sunday: The Storm That Gave Us the Dust Bowl	Analyze and interpret 1.Read about science and nature Conventions 2.Identify dependent and independent clauses 3.Is the sentence simple, compound, complex, or compound-complex? 4.Commas with compound and complex sentences
	Historical Fiction: from The Grapes of Wrath	Analyze and interpret 1.Compare and contrast points of view 2.Read historical fiction Study language and craft 3.Words with -less
	Sports Profile: High School Teammates Carry On	Analyze and interpret 1.Read passages about sports and hobbies 2.Use actions and dialogue to understand characters Study language and craft 3.Use parallel structure
	Realistic Short Story: The Circuit	1.Read realistic fiction 2.Commas with direct addresses, introductory words, interjections, and interrupters 3.Commas with series, dates, and places 4.Commas with nonrestrictive elements
	Interview: How This Son	1.Match causes and effects in informational

	of Migrant Farm Workers Became an Astronaut	texts 2.Determine the meanings of words with Greek and Latin roots 3.Find words using context 4.Compare two texts with different genres
	Oral History: A Work in Progress	1.Read passages about famous people 2.Use context to identify the meaning of a word 3.What does the punctuation suggest?
	Lyric poems: Do Not Go Gentle Into That Good Night; Remember	1.Label the rhyme scheme 2.Compare passages for tone 3.Identify supporting details in literary texts