

***myPerspectives*[™] Florida English Language Arts**

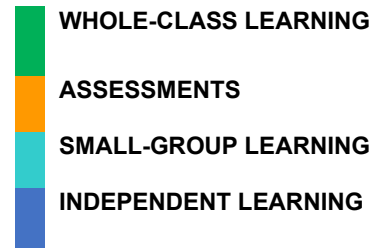


SAVVAS
LEARNING COMPANY

Unit 1 Planning Guide Grade 9

GRADE 9 | UNIT 1: **Inside the Nightmare**
ESSENTIAL QUESTION: *What is the allure of fear?*
PERFORMANCE BASED ASSESSMENT: **Personal Narrative**
NOTES:

INSTRUCTIONAL MODEL



Unit 1 Overview

In this unit, students will read many examples of what scares people and why people enjoy being scared.

Unit Goals

Students will be able to:

- Read texts that explore the attraction of fear in art and in life and develop their own perspective.
- Understand and use academic vocabulary related to narrative writing.
- Recognize and analyze elements of different literary styles and periods, including Gothic Literature and Magical Realism.
- Read a selection of choice independently and make meaningful connections to their life and other texts and ideas.
- Write a focused and structured personal narrative in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, build on others' ideas, and communicate effectively.
- Prepare and deliver an effective formal presentation.

Selections & Media

Mentor Text

- [My Introduction to Gothic Literature \(900L\)](#)

Whole-Class Learning

- [Gothic Story: *The Fall of the House of Usher*, Edgar Allan Poe \(1410L\)](#)
- [Magical Realist Story: *House Taken Over*, Julie Cortazar \(1030L\)](#)
- [Media, Informational Graphic: *from How to Tell You're Reading a Gothic Novel-In Pictures*, Adam Frost and Zhenia Vasiliev](#)
- [Satirical Essay, "A Modest Proposal", Jonathan Swift](#)

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Peer-Group Learning (Small Groups)

- Media, Photo Gallery: *from The Dream Collector*, Arthur Tress
- Interview: *Why Do Some Brains Enjoy Fear?*, Allegra RINGO (1180 L) OR Commonlit.org article “Why is it fun to be frightened?”
- Poetry Collection: *beware: do not read this poem*, Ishmael Reed (NP)
- Poetry Collection: *The Raven*, Edgar Allen Poe (NP)
- Poetry Collection: *Windigo*, Louise Erdrich (NP)

Independent Learning (These selections will/can be used with small group instruction to differentiate and scaffold within a mixed level class. See the directions in the Independent Learning section in the plan.)

- Criticism: *How Maurice Sendak’s “Wild Things” Moved Children’s Books Toward Realism*, Gloria Goodale (1420L)
- Explanatory Nonfiction: *Sleep Paralysis: A Waking Nightmare*, (1090L)
- Short Story: *The Feather Pillow*, Horacio Quiroga, translated by Margaret Sayers Peden (990L)
- Newspaper Article: *Stone Age Man’s Terrors Still Stalk Modern Nightmares*, Robin McKie (1180)
- Short Story: *Mrs. Vargas and the Dead Naturalist*, Kathleen Alcalá (950L)

Performance-Based Assessment

Part 1 – Personal Narrative

Students will write an essay in response to the Essential Question:

What is the allure of fear?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and the allure of fear.

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Online Assessment |



EL Highlights

	DAY 1	DAY 2	DAY 3
	FIRST DAY OF SCHOOL	SET CLASS RULES AND EXPECTATIONS	SET CLASS RULES AND EXPECTATIONS
	INTRODUCTIONS	SET CLASS RULES AND EXPECTATIONS	SET CLASS RULES AND EXPECTATIONS
<p>* There are 2 days that are not allocated within this plan in covering Unit 1 for Quarter 1. This is intentional in planning to allow leverage for the teachers in the instance that they may need more time to cover certain material.</p> <p>*Important District dates to consider in pacing are:</p> <p>Sept. 5- Labor Day Oct. 12- In-School PSAT Oct. 14 – End of Quarter 1</p>	<p>INTRODUCE</p> <ul style="list-style-type: none"> • Yourself • Class • Syllabus <p>Any additional information pertinent to your class</p>		
Florida’s B.E.S.T. Standards			

DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
**this area shows only the “spotlight” or focus standards	**	**	**	**
UNIT 1 BEGINNING OF THE YEAR SAVVAS TEST (ONLINE) This test may also be printed if needed; keep in mind that the student will need to record their answers in the online assessment to allow Savvas to incorporate and collect data.			DIAGNOSTIC ASSESSMENTS This may include, but is not limited to: USA Test Prep NoRedInk Commonlit.org IXL Diagnostic Arena	
<i>To create this assessment:</i> <ul style="list-style-type: none"> • Click on the Savvas app in Classlink • Click the REALIZE button to the right • Choose under “MY PROGRAMS” ENG 1 • Scroll to find “ASSESSMENTS” and click on that tile • Find “BEGINNING, MIDDLE, AND END OF YEAR TESTS tile and click on it. • Find THE BEGINNING OF THE YEAR option and assign to your class in Savvas. 				
Florida’s B.E.S.T. Standards				
**this area shows ALL the BEST standards used in each selection (Reading, Communication, Vocabulary)	**	**	**	**

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Video |











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Online Assessment |




EL Highlights

DAY 9	DAY 10	DAY 11	DAY 12	DAY 13
9.V.1.1 Academic Vocabulary	9.R.3.1 Interpret Figurative Language		9.V.1.3 Academic Vocabulary 9.R.1.1 Literary Elements	
UNIT INTRODUCTION	OVERVIEW Whole-Class Learning SELECTION The Fall of the House of Usher Edgar Allan Poe	SELECTION The Fall of the House of Usher Edgar Allan Poe	SELECTION The Fall of the House of Usher Edgar Allan Poe	SELECTION The Fall of the House of Usher Edgar Allan Poe
SE pp 2-9	SE pp 10-20	SE pp 21-31	SE pp 32-33	SE pp 34-35
INTRODUCE Motivate and Engage Students engage in a discussion based on the following questions: “How do you react to horror movies? What have you learned from your own experiences when scared by films, television shows, or books?” Watch the Video/Discuss It Students will watch the video “ Spooky Business: American Economy” and discuss the question: <i>Why is Halloween big business?</i>  Watch the Video Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts: Whole-Class Learning	WHOLE-CLASS LEARNING Essential Question <i>What is the allure of fear?</i> Whole-Class Learning Strategies <ul style="list-style-type: none"> Listen actively Clarify by asking questions Monitor understanding Interact and share ideas  Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. PREPARE TO READ Concept Vocabulary annihilate; antiquity; fissure; dissolution; rending; tumultuous Comprehension Strategy Make Predictions	READ Read the Selection  The Fall of the House of Usher: Selection Audio  The Fall of the House of Usher: Accessible Leveled Text BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> Response Comprehension Analysis EQ Notes 	ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Inquiry and Research Develop Research Questions Students generate two research questions for an informal inquiry related to “The Fall of the House of Usher.” Literary/Text Elements Diction, Syntax, and Mood Students analyze gothic elements.  Exit Ticket: Diction, Syntax, and Mood  Reteach and Practice: Diction, Syntax, and Mood (RP)	STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: annihilate; antiquity; fissure; dissolution; rending; tumultuous Word Network Students add new words to their Word Network as they read texts in the unit. Word Study: Denotation and Connotation Students complete activities related to Denotation and Connotation  Exit Ticket: Denotation and Connotation  Reteach and Practice: Denotation and Connotation (RP) Conventions: Sentence Structure and Variety Students identify structures of sentences.










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<p><i>What can happen when imagination overcomes reason?</i></p> <p>Peer-Group Learning <i>How do writers use language to shape readers' perceptions and provoke emotions of fear and suspense?</i></p> <p>Performance-Based Assessment <i>What is the allure of fear?</i></p> <p>Unit Goals Students will deepen their understanding of the literature of fear by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary motivate; dimension; manipulate; psychological; perspective</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p>Mentor Text Students will read "My Introduction to Gothic Literature" They will then be able to participate in discussions about the allure of fear.</p> <p>Word Network</p>	<p>Read the Selection</p> <p> The Fall of the House of Usher: Selection Audio</p> <p> The Fall of the House of Usher: Accessible Levelled Text</p>			<p> Exit Ticket: Sentence Structure and Variety</p> <p> Reteach and Practice: Sentence Structure and Variety(RP)</p> <p>SELECTION TEST</p> <p>  Selection Test: The Fall of the House of Usher</p>
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<p>Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Mentor Text.</p> <p>Icebreaker (this can be skipped if time does not permit) Students vote for the worst.</p> <p>QuickWrite (this can be skipped if time does not permit) Students write a response to the QuickWrite prompt: What is the allure of fear?</p> <p>Two Column Notes Students add notes and evidence that will be used to inform the Performance-Based Assessment. (Two Column Notes File located in the Teams folder)</p>				
Florida's B.E.S.T. Standards				
9.R.3; 9.V.1.1; K12.EE.2.1	9.R.3.1; K12.EE.2.1;	9.R.3.1; K12.EE.1.1; K12.EE.2.1	9.C.4.1; 9.R.1.1	9.C.3.1; 9.V.1.3

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DAY 14	DAY 15	DAY 16	DAY 17	DAY 18
	9.R.1.1 Explain Literary Elements	9.C.3.1 Interpret Figurative Language 9.V.1.2 Morphology (derivations of words)	9.R.1.2 Analyze Universal themes	9.R.2.1 Analyzing Text Structures and Features to convey a purpose
SELECTION House Taken Over Julio Cortazar SE pp 36-43	SELECTION House Taken Over Julio Cortazar SE pp 44-45	SELECTION House Taken Over Julio Cortazar SE pp 46-47	SELECTION House Taken Over Julio Cortazar SE p 48-49	SELECTION <i>from</i> How to Tell You're Reading a Gothic Novel – In Pictures SE pp 50-55
PREPARE TO READ Concept Vocabulary spacious; unvoiced; obscure; recessed; vestibule; muffled Comprehension Strategy Create Mental Images READ Read the Selection  House Taken Over: Selection Audio  House Taken Over: Accessible Leveled Text BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes 	ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection.  Close-Read Guide: Fiction Inquiry and Research Research and Extend Students conduct research to answer this question: How did Edgar Allan Poe's work influence Julio Cortázar's fiction? Literary/Text Elements Diction, Syntax, and Tone Students analyze various story elements and details  Exit Ticket: Claims, Diction, Syntax, and Tone  Reteach and Practice: Diction, Syntax, and Tone (RP)	STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: spacious; unvoiced; obscure; recessed; vestibule; muffled Word Network Add words related to fear. Word Study: Derivations Students explain how words are changed with adding prefixes and suffixes.  Exit Ticket: Derivations (RP)  Reteach and Practice: Derivations (RP) Conventions Sentence Effectiveness: Prepositional Phrases Students identify Prepositional Phrases.  Exit Ticket: Prepositional Phrases	SHARE IDEAS Writing to Compare Students write a comparison-and-contrast essay in which you analyze similar themes expressed in these two short stories from different cultures and literary traditions. RETEACH AND REMEDIATE Teacher will pull students to remediate areas in which students are identified as showing deficits through the data collected in Savvas from Exit tickets and Selection Tests.)	PREPARE TO READ Media Vocabulary footnotes; data visualization; icons; symbols Comprehension Strategy Synthesize Information READ Read the Selection  <i>from</i> How to Tell You're Reading a Gothic Novel – In Pictures BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none"> • Response • Comprehension • Analysis • EQ Notes

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		 Reteach and Practice: Prepositional Phrases (RP) EQ Notes Students add thoughts and observations about the reading.  Selection Test: House Taken Over		
Florida's B.E.S.T. Standards				
K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	9.C.4.1; 9.R.1.1; 9.R.2.1	9.C.3.1; 9.V.1.2	9.C.1.3; 9.R.1.2	9.R.2.1; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1

DAY 19	DAY 20	DAY 21	DAY 22	DAY 23
9.R.2.1 Analyze Text Features	9.R.2.1, R.2.2	9.R.2.1, R.2.2	9.R.2.3	9.R.2.3
SELECTION from How to Tell You're Reading a Gothic Novel – In Pictures SE pp 56-57	SELECTION A Modest Proposal Jonathan Swift SE pp 530-541 *This text is also found in the 12th grade Savvas curriculum.	SELECTION A Modest Proposal Jonathan Swift SE pp 542-545	SELECTION: “A Modest Proposal” Jonathan Swift SE pp 546-547	SELECTION: “A Modest Proposal” Jonathan Swift
ANALYZE AND INTERPRET Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close-Read Guide: Nonfiction LANGUAGE DEVELOPMENT Media Vocabulary Students complete activities related to the Concept Vocabulary words: footnotes; data visualization; icons; symbols SHARE IDEAS Speaking and Listening: Informational Graphic (this can be skipped if time does not permit) Students create and present an informational graphic. EQ Notes	PREPARE TO READ Concept Vocabulary deference; censure; digressed; enumerated; resolution; overture Comprehension Strategy Establish Purpose for Reading  Close-Read Guide: Nonfiction Read the Selection  A Modest Proposal: Selection Audio  A Modest Proposal: Accessible Leveled Text BUILD INSIGHT Students answer questions using text evidence to support answers. <ul style="list-style-type: none">• Response• Comprehension• Analysis• EQ Notes	ANALYZE AND INTERPRET Close Read Students will review the Close Read Model and complete the close read sections in the selection. Inquiry and Research Develop Research Questions Students develop questions for a formal inquiry about how Swift's contemporaries responded to the publication of the essay. Literary/Text Elements Purpose, Audience, and Message Students analyze elements of satire such as purpose, audience, and message.  Exit Ticket: Purpose, Audience, and Message  Reteach and Practice: Purpose, Audience, and Message (RP)	STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: deference; censure; digressed; enumerated; resolution; overture Word Network Students add new words to their Word Network as they read texts in the unit. Word Study: Foreign Phrases in English Students complete activities relating to Foreign Phrases in English.  Exit Ticket: Foreign Phrases in English  Reteach and Practice: Foreign Phrases in English (RP) Author's Craft Characteristics and	SHARE IDEAS Composition Rhetorical Analysis Students write a rhetorical analysis of the work as a whole in which you critique and evaluate its elements, structure, and message.  Reteach and Practice: Classical Argument (RP) Speaking and Listening: Speech Students select a portion of “A Modest Proposal” to deliver as a speech. Analyze the text and select an interesting passage to read aloud to an audience.  Reteach and Practice: Classical Argument (RP) EQ Notes Students add thoughts and observations about the reading.  Selection Test: A Modest Proposal

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<p>Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>		<p>STUDY LANGUAGE AND CRAFT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: deference; censure; digressed; enumerated; resolution; overture</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Foreign Phrases in English Students complete activities relating to Foreign Phrases in English.</p> <p> Exit Ticket: Foreign Phrases in English</p> <p> Reteach and Practice: Foreign Phrases in English (RP)</p> <p>Author's Craft Characteristics and Structures of Argument Students review the characteristics and structures of arguments such as thesis, evidence, appeals to reason, counterarguments, and concession.</p> <p> Exit Ticket: Characteristics and Structures of Argument</p>	<p>Structures of Argument Students review the characteristics and structures of arguments such as thesis, evidence, appeals to reason, counterarguments, and concession.</p> <p> Exit Ticket: Characteristics and Structures of Argument</p> <p> Reteach and Practice: Characteristics and Structures of Argument (RP)</p>	
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Florida's B.E.S.T. Standards				
9.C.2.1; 9.R.2.1	9.R.1.2; 9.R.1.3; 9.R.2.1; 9.R.2.2	9.R.1.2; 9.R.1.3; 9.R.2.1; 9.R.2.2	9.R.2.3; 9.R.2.4; 9.R.3.4	9.R.2.3; 9.R.2.4; 9.R.3.4
		 Reteach and Practice: Characteristics and Structures of Argument (RP)		

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EL Highlights

DAY 24	DAY 25	DAY 26	DAY 27	DAY 28
k12.EE.1.1, k12.EE.3.1, k12.EE.4.1	9.R.1.2 Analyze Universal Themes	9.R.1.1 Explain how literary elements add layers of meaning		k12.EE.5.1
<p>OVERVIEW Small-Group Learning</p> <p>SELECTION Where is Here? Joyce Carol Oates</p> <p>SE pp 70-83</p>	<p>SELECTION Where is Here? Joyce Carol Oates</p> <p>SE pp 84-85</p>	<p>SELECTION Where is Here? Joyce Carol Oates</p> <p>SE pp 86-87</p>	<p>SELECTION <i>from</i> The Dream Collector Arthur Tress</p> <p>SE pp 88-93</p>	<p>SELECTION <i>from</i> The Dream Collector Arthur Tress</p> <p>SE pp 94-95</p>
<p>PEER-GROUP LEARNING Essential Question <i>What is the allure of fear?</i></p> <p>Peer-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Peer-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Collaborate With Your Group Student discuss the following:</p> <ul style="list-style-type: none"> • Discuss and Reach Consensus • Set Ground Rules for Decision-Making • Create a Communication Plan <p>Make a Schedule</p>	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Fiction</p> <p>LANGUAGE STUDY</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: gregarious; amiably; stoical</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Adverbs of Manner Students complete activities relating to Adverbs of Manner</p> <p> Exit Ticket: Adverbs of Manner</p> <p> Reteach and Practice: Adverbs of Manner (RP)</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Style: Literary Devices: Dialogue Students analyze passages of dialogue and explain what the tell about the mother's character.</p> <p> Author's Style: Literary Devices: Dialogue</p> <p> Author's Style: Literary Devices: Dialogue (RP)</p> <p>SHARE IDEAS</p> <p>Composition Fictional Narrative Students write a brief fictional narrative that extends the scope of "Where Is Here?"</p> <p> Reteach and Practice: Fictional Narrative (RP)</p> <p>EQ Notes Students add thoughts and observations about the reading.</p>	<p>PREPARE TO VIEW</p> <p>Media Vocabulary composition; perspective; angle; lighting; color; subject; location</p> <p>Comprehension Strategy Make Connections</p> <p>VIEW</p> <p>View the Selection <i>from</i> The Dream Collector: Selection Audio</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Review Students will review the Close Review Model and complete the close read sections in the selection.</p> <p> Close-Review Guide: Media-Art/Photography</p> <p>LANGUAGE STUDY</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: composition; perspective or angle; lighting and color; subject; location</p> <p>SHARE IDEAS</p> <p>Composition Professional Letter (this can be skipped if time does not permit) Students write a professional letter that shares and extends responses to this photo gallery. OR</p>

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<p>Students make a schedule.</p> <p>Respond to the Texts</p> <ul style="list-style-type: none"> • Reflect and Adjust Your Responses • Use Text Evidence • Craft Original Commentary <p>PREPARE TO READ</p> <p>Concept Vocabulary gregarious; amiably; stoical</p> <p>Comprehension Strategy Make Inferences</p> <p>READ</p> <p>Read the Selection</p> <p> Where is Here?: Selection Audio</p> <p> Where is Here?: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> • Response • Comprehension • Analysis and Discussion • EQ Notes 	<p>Literary / Text Elements Development of Theme Students analyze literary elements such as setting, characterization, and plot.</p> <p> Exit Ticket: Development of Theme</p> <p> Reteach and Practice: Development of Theme (RP)</p>	<p>  Selection Test: Where is Here?</p>		<p>Students can participate in a gallery walk in which the teacher will post one image on a poster paper, displaying all images from the text. Students will walk in small groups and visit each poster and answer the same questions for each image.</p>
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Florida's B.E.S.T. Standards				
9.R.2.1; 9.V.1.2; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1; K12.EE.4.1	9.R.1.2; 9.V.1.2	9.C.1.2; 9.R.1.1	9.V.1.1; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	9.V.1.1; K12.EE.5.1

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EL Highlights

DAY 29	DAY 30	DAY 31	DAY 32	DAY 33
9.V.1.3	9.R.2.1; 9.R.2.2	9.C.4.1	k12.EE.4.1, 9.R.3.2	9.R.1.2
<p>SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p><i>*Another option, if the teacher is short on time, is to use the Commonlit.org article, “Why is it fun to be frightened?” (9th grade level, 1290 Lexile).</i></p> <p>SE pp 96-101</p>	<p>SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p>SE pp 102-103</p>	<p>SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p>SE pp 104-105</p>	<p>SELECTION Poetry Collection</p> <p>SE pp 106-115</p>	<p>SELECTION Poetry Collection</p> <p>SE pp 116-117</p>
<p>PREPARE TO READ</p> <p>Technical Vocabulary stimulus; dissonance; cognitive</p> <p>Comprehension Strategy Make Predictions</p> <p>READ</p> <p>Read the Selection</p> <p> Why Do Some Brains Enjoy Fear?: Selection Audio</p> <p> Why Do Some Brains Enjoy Fear?: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> Comprehension Analysis and Discussion EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p>LANGUAGE STUDY</p> <p>Technical Vocabulary Students complete activities related to the Concept Vocabulary words: stimulus; dissonance; cognitive</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Spelling: The Plural Forms of Nouns Students complete activities</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author’s Craft Scientific and Technical Diction Students analyze sentences with scientific or technical terms.</p> <p> Exit Ticket: Scientific and Technical Diction</p> <p> Reteach and Practice: Scientific and Technical Diction (RP)</p> <p>SHARE IDEAS</p> <p>Research Digital Presentation Students develop research questions and a research plan to drive a formal inquiry into cultural expressions of fear.</p> <p> Reteach and Practice: Digital Presentation (RP)</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary entreating; implore; beguiling</p> <p>Comprehension Strategy Paraphrase</p> <p>READ</p> <p>Read the Selection</p> <p> beware: do not read this poem The Raven Windigo: Audio Summary</p> <p> beware: do not read this poem The Raven Windigo: Selection Audio</p> <p>BUILD INSIGHT Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> Response Comprehension Analysis and discussion EQ Notes 	<p>ANALYZE AND INTERPRET</p> <p>Close Read Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Poetry</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: entreating; implore; beguiling</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Word Study: Anglo-Saxon Prefix: be- Students complete activities relating to the Anglo-Saxon Prefix: be-</p> <p> Exit Ticket: Anglo-Saxon Prefix: be-</p>

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	<p>relating to Plural Forms of Nouns</p> <p> Exit Ticket: Spelling: The Plural Forms of Nouns</p> <p> Reteach and Practice: Spelling: The Plural Forms of Nouns (RP)</p> <p>Literary / Text Elements Text Structures, Features, and Central Ideas Students analyze examples of evidence and how it connects to the central idea.</p> <p> Exit Ticket: Text Structures, Features, and Central Ideas</p> <p> Reteach and Practice: Text Structures, Features, and Central Ideas (RP)</p>	<p>EQ Notes Students add thoughts and observations about the reading.</p> <p>  Selection Test: Why Do Some Brains Enjoy Fear?</p>		<p> Reteach and Practice: Anglo-Saxon Prefix: <i>be-</i> (RP)</p> <p>Literary / Text Elements Poetic Conventions and Theme Students analyze poetic conventions such as speaker and imagery</p> <p> Exit Ticket: Poetic Conventions and Theme</p> <p> Reteach and Practice: Poetic Conventions and Theme (RP)</p>
Florida's B.E.S.T. Standards				
9.V.2.1; 9.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	9.C.3.1; 9.R.2.1; 9.R.2.2	9.C.4.1; 9.C.5.1; 9.R.3.4	9.R.3.2; 9.V.1.2; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	9.R.1.1; 9.R.1.2; 9.V.1.2

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DAY 34	DAY 35	DAY 36	DAY 37	DAY 38
	K12.EE.2.1			
SELECTION Poetry Collection SE pp 118-119	INTRODUCE INDEPENDENT LEARNING SE pp 122-123	INDEPENDENT LEARNING SE pp 124-125	PERFORMANCE-BASED ASSESSMENT: Personal Narrative SE p 126	PERFORMANCE-BASED ASSESSMENT: Personal Narrative SE p 127-128
STUDY LANGUAGE AND CRAFT Author’s Craft Poetic Conventions: Metrics and Rhyme Students analyze meter and rhyme in the poems.  Exit Ticket: Poetic Conventions: Metrics and Rhyme  Reteach and Practice: Poetic Conventions: Metrics and Rhyme (RP) SHARE IDEAS Speaking and Listening Panel Discussion Students conduct a panel discussion in which you discuss transformation as it is expressed in one of the poems. EQ Notes Students add thoughts and observations about the poetry.  Selection Test: Poetry Collection 1	SMALL GROUP DIFFERENTIATION These texts will provide an opportunity for the teacher to differentiate texts to allow students the chance to independently practice applying the benchmarks covered in Unit 1. <ul style="list-style-type: none"> Determine your low, mid, and high ability groups within your class. Determine what texts your different ability level groups will use. INDEPENDENT LEARNING Essential Question <i>What is the allure of fear?</i> Independent Learning Strategies  Independent Learning Strategies Texts for differentiated ability level groups: <u>Low</u> -Short Story, “Mrs. Vargas and the Dead Naturalist”, 950 Lexile -Short Story, “The Feather Pillow”, 990 Lexile <u>Mid</u> -Explanatory Nonfiction, “Sleep Paralysis: A Walking Nightmare”, 1180 Lexile -Newspaper article, “Stone Age Man’s Terrors Still Stalk Modern Nightmares”, 1180 Lexile <u>High</u> -Criticism, “How Maurice Sendak’s “Wild Things” Moved Children’s Books Toward Realism, 1420 Lexile	Close-Read Guide Students use the guide to record close-read ideas from the texts. Share Your Independent Learning <ul style="list-style-type: none"> Prepare to share Learn from your classmates Reflect 	PERFORMANCE-BASED ASSESSMENT Share Your Perspective Students use the checklist to help stay on track while writing the first draft of the essay. Revising and Editing Students answer revision questions from a short quiz	

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	<ul style="list-style-type: none"> - Low group students should work in a Teacher small group, where the teacher can continue to scaffold the benchmarks covered in the unit to help support these learners. - Mid groups can be given the option to work with a partner to complete the reading and analysis of the two selections. - High groups can be assigned to complete the high reading selection and do this independently. 		
	Florida's B.E.S.T. Standards		
9.R.1.1; K12.EE.4.1	K12.EE.2.1; K12.EE.1.1		9.C.1.2; 9.V.1.1

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EL Highlights

DAY 39	DAY 40	DAY 41	DAY 42	DAY 43
9.C.1.2	9.C.1.2	9.C.3.1		
PERFORMANCE-BASED ASSESSMENT: Personal Narrative SE pp 127-128		UNIT REFLECTION SE p 129		
PERFORMANCE-BASED ASSESSMENT Share Your Perspective Students use the checklist to help stay on track while writing the first draft of the essay. Revising and Editing Students answer revision questions from a short quiz.		UNIT REFLECTION Reflect on the Unit Goals Students review unit goals and complete an activity. Students reflect on the following: <ul style="list-style-type: none"> • Unit goals • The texts • The Essential Question • Unit 1 Test Part 1 ONLY – This is a COMMON ASSESSMENT FOR 9TH GRADE DISTRICT-WIDE 		
		Florida’s B.E.S.T. Standards		
9.C.1.2; 9.V.1.1		9.C.3.1		

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