

BCS Literacy Vision

Grade 10

Unit Overview

In this unit,

Students will be able to:

- Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative essay in which you convey experiences or events using effective technique, well-chosen details, and well-structured event sequence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use varied sentence structures to add interest to writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *What does it mean to see?*

Anchor Text(s)

- Historical Context, **Oedipus the King**
- Drama: *Oedipus the King, Part I*; Sophocles, translated by Nicholas Rudall (NP)
- Drama: *Oedipus the King, Part II*; Sophocles, translated by Nicholas Rudall (NP)

Related Texts

Informational Texts

- Letter: “**View From the Empire State Building**” Helen Keller (1150L)
- Memoir: *The Neglected Senses*, from For the Benefit of Those Who See (1060 L)
- Media, Newscast: “**Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight**” ABC News
- Media, Informational Graphic: “**How Your Eyes Trick Your Mind**,” Melissa Hogenboom
- Science Article: “**Blind, Yet Seeing: The Brain’s Subconscious Visual Sense**,” Benedict Carey (1320L)
- Oral History: “**Experience: I First Saw My Wife Ten Years After We Married**,” Shandar Herian (860L)
- Science Article: “**Visual Neuroscience: Look and Learn**”, Apoorva Mandavilli (1200L)

Literary Texts

- Poetry Collection: “**The Blind Seer of Ambon**,” W.S. Merwin (NP)
- Poetry Collection: “**On His Blindness**,” Jorge Luis Borges, translated by Robert Mezey (NP)
- Short Story: “**The Country of the Blind**,” H.G. Wells (1170L)
- Novel Excerpt: *from Blindness*, Jose Saramago, translated by Giovanni Pontiero (1600L)

End-of-Unit Assessment:

Part 1: Writing to Sources:

Nonfiction Narrative: Students will write a nonfiction narrative on the following topic: *Is there a difference between seeing and knowing?*

Part 2: Speaking & Listening:

Storytelling: After completing the final draft of their writing, students will use it as the basis for a three- to five-minute storytelling session.

Week 1	
Day 1	Instructional Plan
Text(s):	<u>Student Learning Target:</u> 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Watch the unit goals video. ○ Read <i>Just Six Dots</i> and participate in discussions about the blindness and sight. ○ Add new words to their Word Network as they read texts in the unit. ○ Write a summary. ○ Participate in an activity related to the unit theme. ○ Write a response to the QuickWrite prompt: "Which Matters more- the present or the future?" ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
Text(s):	<u>Student Learning Target:</u> 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Listen actively ○ Clarify by asking questions ○ Monitor understanding ○ Interact and share ideas
Day 3	Instructional Plan
Text(s): Historical Context Oedipus the King	<u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Analyze a brief history of ancient Greece and the rise and fall of Athens. ○ Discuss the religious foundation in ancient Greek theater.

	<ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 4	Instructional Plan
Text(s): <i>Oedipus the King, Part I</i>	<u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Notice: What is the trouble in Thebes and what must be done to resolve it? ○ Annotate: Mark passages that seem especially important to the truth at the heart of the conflict. ○ Connect: Apply this text to modern stories by remembering a time when trust or truth was questioned in a text or film. ○ Respond: Answer questions to demonstrate understanding and write a brief summary of the selection.
Day 5	
Text(s): <i>Oedipus the King, Part I</i>	<u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research some of the places mentioned in the play. ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Week 2

Day 6	Instructional Plan
Text(s): <i>Oedipus the King, Part I</i>	<u>Student Learning Target:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: proclamation; decree; edicts ○ Complete activities related to the Latin Root <i>-dict-</i> ○ Add new words to their Word Network as they read texts in the unit.

Day 7	Instructional Plan
<p>Text(s): <i>Oedipus the King, Part I</i></p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Analyze the structure of Greek Plays.
Day 8	Instructional Plan
<p>Text(s): <i>Oedipus the King, Part I</i></p>	<p><u>Student Learning Target:</u> 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Analyze strophes and antistrophe in the chorus ○ Complete Selection Test: Oedipus the King, Part I
Day 9	Instructional Plan
<p>Text(s): <i>Oedipus the King, Part II</i></p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete first Read: ○ Notice: the moments where the conflict is strongest. ○ Annotate: Mark passages that reveal how some characters understand more than others. ○ Connect: Relate the theme of concealed terrible truths to television shows or movies they have watched. ○ Respond: Answer questions to demonstrate understanding and write a brief summary of the selection. ○ Complete comprehension questions ○ Research one unfamiliar detail from the text. ○ Research the way various artists have portrayed Oedipus over the centuries

Day 10	Instructional Plan
<p>Text(s):</p> <p><i>Oedipus the King, Part II</i></p>	<p><u>Student Learning Targets:</u> 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Analyze dramatic irony, protagonist, and antagonist in the play.
Week 3	
Day 11	Instructional Plan
<p>Text(s):</p> <p><i>Oedipus the King, Part II</i></p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: oracle; prophecy; inexorable ○ Complete activities finding synonyms and context. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze anaphora: Students analyze words and phrases not in predictable order.
Day 12	Instructional Plan
<p>Text(s):</p> <p><i>Oedipus the King, Part II</i></p>	<p><u>Student Learning Target:</u> 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. 9-10.W.TTP.3 .b Sequence events so that they build on one another to create a coherent whole. 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a short story.

Day 13	Instructional Plan
<p>Text(s):</p> <p><i>Oedipus the King, Part II</i></p>	<p><u>Student Learning Target:</u> 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media. 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Listen to the performance and then write a brief critique. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Selection Test: Oedipus the King, Part II
Day 14	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. 9-10.W.TTP.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. 9-10.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole. 9-10.W.TTP.3.c Create a smooth progression of experiences or events. 9-10.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 9-10.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Write a nonfiction narrative answering the prompt: Can we see ourselves as clearly as others see us? ○ Students choose a situation to explore, develop the situation, plan the sequence of events, and gather evidence. ○ Organize and write a first draft.
Day 15	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Targets:</u> 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p>

	<p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>9-10.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>9-10.W.TTP.3 .e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Use sentence structures that convey specific meanings. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies ○ Create a final version of their narratives and share in small groups ○ Reflect on their narratives.
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Week 4

Day 16	Instructional Plan
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<p>Text(s):</p>	<p><u>Student Learning Targets:</u></p> <ul style="list-style-type: none"> ● 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ● Students will: <ul style="list-style-type: none"> ○ Prepare ○ Participate Fully ○ Support Others ○ Clarify ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Take a position ○ List your rules ○ Apply the rules ○ Name your group ○ Create a communication plan ○ make a schedule with group for completing tasks.
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<p>Day 17</p>	<p>Instructional Plan</p>
<p>Text(s): “View From the Empire State Building” Helen Keller</p>	<p><u>Student Learning Targets:</u> 9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete first Read: ○ Notice: general ideas in the text; who is involved; what it is about. ○ Annotate: Mark passages that include vivid images as described in the letter ○ Connect: to experiences of being blindfolded or knowing persons unable to see or hear. ○ Respond: Answer questions to demonstrate understanding and write a brief summary of the selection. ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
<p>Day 18</p>	<p>Instructional Plan</p>
<p>Text(s): “View From the Empire State Building” Helen Keller</p>	<p><u>Student Learning Target:</u> 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. 9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation</p>

	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: unconquerable; indomitable; dominating ○ Complete Word Study: Latin Root-<i>dom</i>- ○ Add new words to their Word Network as they read texts in the unit. ○ Identify examples of figurative language. ○ Complete activities marking adverbial phrases. ○ Create a group presentation from a list of subjects. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment ○ Complete Selection Test: View from the Empire State Building
Day 19	Instructional Plan
<p>Text(s):</p> <p><i>Blind</i> Fatima Naoot</p> <p><i>The Blind Seer of Ambon</i> W.S. Merwin</p> <p><i>On His Blindness</i> Jorge Luis Borges</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read: ○ Notice how each poet deals with the gain or loss of eyesight ○ Annotate: mark passages that include metaphors, imagery, and words that make the reader think of the "appreciation of things lost" ○ Connect to personal experience and think of how life would change if sight were lost ○ Respond: answer questions to demonstrate understanding and wrote a summary ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 20	Instructional Plan
<p>Text(s):</p> <p><i>Blind</i> Fatima Naoot</p> <p><i>The Blind Seer of Ambon</i> W.S. Merwin</p> <p><i>On His Blindness</i> Jorge Luis Borges</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p>9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p>

	<p>9-10.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p> <p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: transcend; luminous; elemental ○ Complete Word Study: Latin Root: <i>-lum-</i> ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze figurative language. ○ Identify examples of imagery in the poems. ○ Create and present an oral presentation based on one of the poems. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: Poetry Collection
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Week 5

Day 21	Instructional Plan
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<p>Text(s):</p> <p>“The Country of The Blind” H.G. Wells</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>9-10.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read: ○ Notice the narrative style in the first few paragraphs ○ Annotate: mark passages that contribute to the development of the plot ○ Connect to other works about legends or lost civilizations ○ Respond: answer questions to demonstrate understanding and write a summary ○ Answer comprehension questions ○ Research one unfamiliar detail from the text. ○ Research a topic that interests them.
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Day 22	Instructional Plan
<p>Text(s):</p> <p>“The Country of The Blind” H.G. Wells</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words incoherent; perplexity; delusions ○ Complete Word Study: Latin Root: <i>-lud- / -lus-</i> ○ Add new words to their Word Network as they read texts in the unit. ○ Students identify distinct stages of the plot of the story
Day 23	Instructional Plan
<p>Text(s):</p> <p>“The Country of The Blind” H.G. Wells</p>	<p><u>Student Learning Target:</u> 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively. 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Discuss the characteristics of the pacing in the story. ○ Write a response to the story. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: The Country of the Blind

Day 24	Instructional Plan
<p>Text(s):</p> <p><i>The Neglected Senses</i> <i>from For the Benefit of Those Who See</i> Rosemary Mahoney</p>	<p><u>Student Learning Targets:</u> 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. 9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete First Read: ○ Note details about people described in the memoir. ○ Annotate passages focusing on elements to be analyzed later such as setting. ○ Connect with other the texts about people who are blind. ○ Respond answer questions to demonstrate understanding and write a summary ○ Research one unfamiliar detail from the text ○ Research something that interests them. ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 25	Instructional Plan
<p>Text(s):</p> <p><i>The Neglected Senses</i> <i>from For the Benefit of Those Who See</i> Rosemary Mahoney</p>	<p><u>Student Learning Targets:</u> 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: traversed; periphery; navigating ○ Complete Word Study: Latin Root: -vers- / -vert ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze literary elements in the story. ○ Complete activities identifying prepositions and adjectival phrases. ○ Prepare and deliver an oral presentation. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test: The Neglected Senses

Week 6

Day 26	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Will develop an oral retelling of the selections addressing the question: Can one have sight but no vision, or vision but no sight?○ Analyze the text, gather evidence and media examples, and organize ideas.○ Students practice the presentation, fine-tune the content, improve use of media, and brush up on presentation technique.○ Present as a group and use checklist items to evaluate.
Day 27	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Create a Schedule○ Practice what you have learned○ Take Notes○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

Day 28	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently. 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete first Read: ○ Note how the selections connect to the EQ ○ Annotate passages of interest or confusion ○ Connect to anchor texts from the unit ○ Respond answer questions to demonstrate understanding and write a summary ○ Complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write about a paragraph that grabbed their interest. ○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. 9-10.W.TTP.3 .a Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. 9-10.W.TTP.3 .b Sequence events so that they build on one another to create a coherent whole. 9-10.W.TTP.3 .c Create a smooth progression of experiences or events. 9-10.W.TTP.3 .d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 9-10.W.TTP.3 .e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a nonfiction narrative asking if there is a difference between seeing and knowing? ○ Use the rubric to guide their revisions.

Day 30	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Completing the narrative, students develop a brief three- to five-minute storytelling session.○ Reflect on Unit goals, learning strategies, and the text.○ Complete Unit Test