

NEW YORK CITY HIGH SCHOOL ELA SCOPE & SEQUENCE

Core Curriculum
Grades 9–12
2015–16



collections

**New York City Department of Education
High School ELA Scope & Sequence**

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Introduction to the Scope and Sequence:

HS ELA Scope and Sequence

The New York City Department of Education strives to prepare all students to live rich, literate lives and to be active, informed citizens. In order to do so, students need access to rigorous, comprehensive and engaging English Language Arts curricula. Students should have the opportunity to read a variety of texts, make informed judgments that are grounded in evidence and communicate their thinking through oral, written, and artistic expressions.

This New York City High School English Language Arts curriculum comprises three related elements: the *Collections* program, which focuses on the analysis of complex literary and informational texts; the Literature Circles component in which students explore full-length books in peer-led discussions and *An Integrated Scope and Sequence for Grades 9–12* which supports a systematic approach to writing development.

For each grade level, units of study have been divided into six “Collections” that are guided by essential questions. Teachers can use the scope and sequence document to help them make decisions about planning coherent instruction that considers relevant skills, practices, knowledge objectives for deep literacy understanding, and about how much time to spend on each Collection.

The following are included as part of the *Collections* High School ELA Scope and Sequence:

- Year at a Glance—provides essential questions, suggested time frame, key learning objectives, and the performance tasks for each unit in the *Collections* curriculum;
- Core Lessons—recommended texts and instructional supports or lessons to prioritize in a unit of study;
- Unit Assessment—summative assessment options for the unit;
- Key Objectives—learning objectives or concepts and Common Core Learning Standards addressed in each unit; and
- Additional Resources—additional texts and instructional supports or lessons that are included as part of the *Collections* curriculum that may be incorporated into a unit of study depending on students’ needs and interests.

Note to Teachers:

The volume of ELA content included in each year’s course of study presents some challenges. Teachers are faced with large amounts of content to be “covered” and yet want to provide students with opportunities for in-depth inquiry and exposure. This issue of “depth versus breadth” is not a new construct but it requires teachers to accept that not all content is equal. It is also important to understand that it is not possible to “cover” everything as the amount of content rarely correlates to the amount of content that is learned.

The real question is how to address enough content and still make time for in-depth exploration of the most essential themes, concepts and processes in ELA? Which aspects of a unit will support student development of necessary critical and analytical skills? Which themes and concepts will help us focus attention on significant and essential issues and lead students to a deeper understanding of the “Big Ideas” in English Language Arts as well as of themselves and their world?

When considering what content to highlight, teachers should also look to the Literature Circles resources and *An Integrated Scope and Sequence for Grades 9 – 12*. By looking at these three facets of ELA instruction together, teachers can strategically plan coherent and robust instruction and supports.

The dilemma of depth versus breadth is not easy to address. It is also not something that can be decided for us. It requires all teachers to make the best decisions given our knowledge of the content, assessments, instructional goals, and most importantly our understanding of student learning (students’ needs, interest, and readiness).

Anna Commitante
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Year at a Glance




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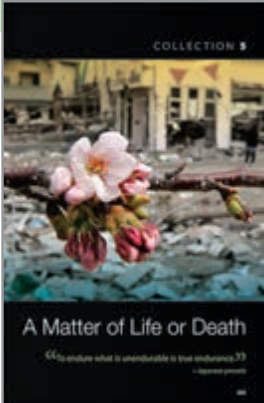

Suggested Unit Planners

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Year at a Glance

Grade 9 English Language Arts

Collection 1 Finding Common Ground	Collection 2 The Struggle for Freedom	Collection 3 The Bonds Between Us
SEPT – OCT	NOV – DEC	JAN – MID FEB
What are the forces and ideas that unite us?	How has the universal struggle for freedom, justice, and equality made us who we are?	What are the special bonds that link us to family, friends, pets, and communities?
Key Objectives: <ul style="list-style-type: none"> analyzing a claim determining a central idea evaluating an argument analyzing choice of text structure making inferences about theme analyzing seminal U.S. documents and the impact of rhetoric analyzing the representation of a subject in two mediums analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing Performance Tasks: <ul style="list-style-type: none"> Speech Analytical Essay 	Key Objectives: <ul style="list-style-type: none"> analyzing seminal U.S. documents analyzing the impact of rhetoric, word choice, tone, point of view, style and text structure making connections between ideas and events using different accounts of the same event in text and media analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing Performance Task: Source-based Argumentative Essay	Key Objectives: <ul style="list-style-type: none"> analyzing character and theme in a short story evaluating claims analyzing an author’s background, point of view, and the impact of word choice on tone analyzing how an author unfolds ideas interpret figurative language analyzing ideas in a public service announcement analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing Performance Tasks: <ul style="list-style-type: none"> Fictional Narrative Group Media Presentation
		

Collection 4 Sweet Sorrow	Collection 5 A Matter of Life or Death	Collection 6 Heroes and Quests
MID FEB – MARCH	APRIL – MID MAY	MID MAY – JUNE
What is the nature of love and what are the conflicts surrounding it?	How do we endure in the face of adversity, tragedy, and conflict?	What makes someone a hero?
<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing ideas in an essay analyzing source material and how an artist draws on and transforms it analyzing character motivations and parallel plots analyzing how an author's choice of point of view creates desired effects analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Task: Analytical Essay</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing an author's purpose, use of rhetoric, and word choice evaluating an argument and examining a claim analyzing ideas, determining central ideas, and summarizing analyzing an author's choices making inferences about theme determining the meanings of figurative language in poetry analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Argument Panel Discussion 	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing elements of an epic poem determining central ideas of a text delineating and evaluating an argument interpreting figurative language analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Task: Research and Write an Analytical Essay</p>
		

September through October

Collection 1

Finding Common Ground

What are the forces and ideas that unite us?

In this collection, students will explore the theme “Finding Common Ground,” examining topics such as the individual and society from multiple viewpoints.



Core Lessons

Informational Text	Sample Instructional Supports
ARGUMENT ANCHOR TEXT “A Quilt of a Country” by Anna Quindlen	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 6 • Analyzing the Text Questions TE 8 • Guiding Questions OTR • Delineate and Evaluate an Arguments TE 10A • Level Up Tutorial: Analyzing Arguments OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
BLOG CLOSE READER “Making the Future Better, Together” by Eboo Patel	<ul style="list-style-type: none"> • Short Response TE 10F • Dig Deeper TE 10G • IWB Lesson: Evaluating Arguments OTR

Literary Text	Sample Instructional Supports
SHORT STORY ANCHOR TEXT “Once Upon a Time” by Nadine Gordimer	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 16 • Analyzing the Text Questions TE 18 • Guiding Questions OTR

Informational Text	Sample Instructional Supports
ARGUMENT “The Gettysburg Address” by Abraham Lincoln	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 28 • Analyzing the Text Questions TE 30 • Guiding Questions OTR • Analyze Seminal U.S. Documents TE 32A

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “Night Calls” by Lisa Fugard	<ul style="list-style-type: none"> • Short Response TE 20H • Dig Deeper TE 20I • IWB Lesson: Theme OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Writing an Analytical Essay • Presenting a Speech 	<ul style="list-style-type: none"> • Teacher Support TE 37, 41 • Rubrics TE 40, 44

Unit Assessment

- **Collection Test:** Analyzing Texts [ONLINE](#) or [PRINT](#)
- **Performance Task:** Presenting a speech that synthesizes ideas about struggles to create a just society [TE 37](#)
- **Performance Task:** Writing an analytical essay using collection texts to support ideas about society [TE 41](#)

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing an author’s claim, determining a central idea and analyzing its development, evaluating an argument, analyzing author’s choice of text structure, making inferences about theme and citing evidence, analyzing seminal U.S. documents, analyzing impact of rhetoric, analyzing the representation of a subject in two different mediums (RL 1, 2, 4, 5, 6, 7, 7a, 11b; RI 1, 2, 4, 5, 6, 8, 9, 9a; SL 1, 1d, 6; L 1a, 1b, 3, 4a, 4b, 4c, 5b)
- **Response Writing:** responding through an argument, fairy tale, presentation, and reflection (W 1a–b, 3; SL 1, 1e)
- **Writing, Listening, and Speaking:** developing an argument, writing a narrative, analyzing language, participating in collaborative discussions, developing a speech, conducting research, analyzing a poem (W 1, 1a, 1b; SL 1, 1d, 4, 6)
- **Conventions:** understanding and using noun clauses, prepositional phrases, noun phrases, and parallel structure (L 1a, 1b, 4a, 4b)
- **Performance Assessment:** developing a speech and an analytical essay (W 2a–f, 4, 5, 9a, 9b; SL 4, 6)

Additional Resources

Informational Text	Sample Instructional Supports	Informational/ Literary Text	Sample Instructional Supports
ESSAY “Rituals of Memory” by Kimberly M. Blaeser	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 24 • Analyzing the Text Questions TE 25 • Guiding Questions OTR • Determine Central Idea TE 26A • Level Up Tutorial: Main Idea and Supporting Details OTR 	PHOTO ESSAY MEDIA “Views of the Wall” CONNECTED SELECTION POEM “The Vietnam Wall” by Alberto Ríos	<ul style="list-style-type: none"> • Analyzing Text and Media Questions TE 36 • Determine Central Idea TE 36B • IWB Lesson: Poetry: Language and Form OTR
Informational Text	Sample Instructional Supports	Writing	Sample Instructional Supports
SPEECH CLOSE READER “Oklahoma Bombing Memorial Address” by Bill Clinton	<ul style="list-style-type: none"> • Short Response TE 32E • Dig Deeper TE 32E • IWB Lesson: Author’s Purpose and Perspective OTR 	INTERACTIVE LESSON Writing as a Process	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Apply the Writing Process
Informational Text	Sample Instructional Supports	Speaking & Listening	Sample Instructional Supports
SPEECH CLOSE READER “Oklahoma Bombing Memorial Address” by Bill Clinton	<ul style="list-style-type: none"> • Short Response TE 32E • Dig Deeper TE 32E • IWB Lesson: Author’s Purpose and Perspective OTR 	INTERACTIVE LESSON Participating in Collaborative Discussions	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Participate in a Collaborative Discussion
Performance Assessment Practice Literary Analysis: Performance Assessment book pp. 75–112			

November through December

Collection 2

The Struggle for Freedom

How has the universal struggle for freedom, justice, and equality made us who we are?

In this collection, students will explore the theme “The Struggle for Freedom,” examining topics such as equality, social justice, and protest from multiple viewpoints.



Core Lessons

Informational Text	Sample Instructional Supports
SPEECH ANCHOR TEXT “I Have a Dream” by Martin Luther King, Jr.	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 51 • Analyzing the Text Questions TE 53 • Guiding Questions OTR • Analyze Seminal U.S. Documents TE 54A • IWB Lesson: Comparing Texts OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
HISTORY ANCHOR TEXT from <i>Nobody Turn Me Around: A People’s History of the 1963 March on Washington</i> by Charles Euchner	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 68, 71 • Analyzing the Text and Media Questions TE 69, 72 • Guiding Questions OTR • Analyze Ideas and Events TE 72A • Level Up Tutorial: Point-by-Point Organization OTR
CONNECTED SELECTION VIDEO <i>AMERICA The Story of Us: March on Washington</i>	

Informational Text	Sample Instructional Supports
SPEECH CLOSE READER “A Eulogy for Dr. Martin Luther King, Jr.” by Robert F. Kennedy	<ul style="list-style-type: none"> • Short Response TE 72E • Dig Deeper TE 72E • IWB Lesson: Identifying Author’s Purpose and Perspective OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Censors” by Luisa Valenzuela	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 92 • Analyzing the Text Questions TE 94 • Guiding Questions OTR • IWB Lesson: Irony OTR

Writing	Sample Instructional Supports
Writing an Argument	See corresponding unit on the NYC Writing Scope and Sequence.

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an argument citing evidence from collection texts in support of a claim **TE 97**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing seminal U.S. documents, analyzing impact of rhetoric, making connections between ideas and events, comparing different accounts of the same event in text and media, understanding sequence of events, analyzing impact of word choice on tone, analyzing point of view, analyzing style, analyzing text structure (RL 1, 2, 3, 4, 5, 6, 7, 7a; RI 1, 2, 3, 4, 5, 6, 7, 9; SL 1; L 4, 5, 5a)
- **Response Writing:** responding through an analytical essay, personal account, report, graphic novel, and letter (W 2, 2b, 3, 6, 7, 8, 9; SL 1, 4)
- **Writing, Listening, and Speaking:** developing an argument, evaluating a presentation, participating in collaborative discussions, engaging in debate (W 1a–e; SL 1, 1d, 2, 3, 4)
- **Conventions:** understanding and using parallelism, repetition, noun phrases, rhetorical questions, colons, and semicolons (L 1, 1a, 1b, 2, 2a, 2b)
- **Performance Assessment:** developing a source-based argumentative essay (W 1a–e, 4, 5, 9a, 9b)

Additional Resources

Informational Text	Sample Instructional Supports
DIARY from <i>Cairo: My City, Our Revolution</i> by Ahdaf Soueif	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 76 • Analyzing the Text Questions TE 78 • Guiding Questions OTR • Analyze Ideas and Events TE 80A • Conduct Research on the Web TE 80A

Literary Text	Sample Instructional Supports
MEMOIR from <i>Reading Lolita in Tehran</i> by Azar Nafisi CONNECTED MEDIA GRAPHIC NOVEL from <i>Persepolis 2</i> by Marjane Satrapi	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 84 • Analyzing the Text and Media Questions TE 86 • Guiding Questions OTR • Determine Point of View TE 88A • Level Up Tutorial: Point of View OTR

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “The Prisoner Who Wore Glasses” by Bessie Head	<ul style="list-style-type: none"> • Short Response TE 96G • Dig Deeper TE 96G • IWB Lesson: Point of View OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Arguments	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Argument

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Analyzing and Evaluating Presentations	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Analyze and Evaluate a Presentation

Performance Assessment Practice
Argument Writing: Performance Assessment book <div>pp. 1–35</div>

January through Mid-February

Collection 3

The Bonds Between Us

What are the special bonds that link us to family, friends, pets, and communities?

In this collection, students will explore the theme “The Bonds Between Us,” examining topics such as what links us to family, friends, pets, and community from multiple viewpoints.



Core Lessons

Literary Text	Sample Instructional Supports
SHORT STORY ANCHOR TEXT “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 118 • Analyzing the Text Questions TE 120 • Guiding Questions OTR • Analyze Character and Theme TE 122A • Level Up Tutorial: Character Traits OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
SCIENCE WRITING ANCHOR TEXT “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 128 • Analyzing the Text Questions TE 130 • Guiding Questions OTR • Analyze and Evaluate Author’s Claims TE 132A • Level Up Tutorial: Evidence OTR

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “And of Clay We Are Created” Isabel Allende	<ul style="list-style-type: none"> • Short Response TE 122J • Dig Deeper TE 122K • IWB Lesson: Theme/Central Idea OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Grasshopper and the Bell Cricket” by Yasunari Kawabata	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 136 • Analyzing the Text Questions TE 138 • Guiding Questions OTR • Analyze Tone TE 140A

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Narrative • Group Multimedia Presentation 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 157

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing a fictional narrative about how characters connect with others using narrative techniques from the text in the collection **TE 153**
- **Performance Task:** Creating a group multimedia presentation about the bonds people form with others **TE 157**

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Key Objectives

- **Close Reading:** analyzing character and theme in a short story using textual evidence, delineating and evaluating an author's claims, determining technical meanings of words, analyzing the impact of an author's cultural background and point of view, analyzing how an author unfolds a series of ideas, analyzing the purpose and development of ideas in a public service announcement, analyzing the impact of word choice on tone, interpreting figurative language (RL 1, 2, 3, 4, 5, 6, 11; RI 1, 2, 3, 4, 5, 6, 8; SL 1, 1d, 3; L 1b, 2b, 4a–d, 5a)
- **Response Writing:** responding through letters and a journal (W 3, 3d, 6, 7)
- **Writing, Listening, and Speaking:** conducting research, evaluating sources, and participating in collaborative discussions (RL 4; W 7, 8; SL 1a–e, 2, 3, 4; L 5a)
- **Conventions:** understanding and using adverbial clauses, using verb phrases, adjective and adverb phrases, and colons (L 1b, 2b, 4b)
- **Performance Assessment:** developing a fictional narrative and group multimedia presentation (W 3a–f, 4, 5, 6, 9a–b, 11d; SL 1a–d, 2, 4, 5, 6)

Additional Resources

Informational Text	Sample Instructional Supports
PUBLIC SERVICE ANNOUNCEMENT “Count on Us”	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 151 • Analyzing the Media Questions TE 152 • Analyze Purpose and Development of Ideas TE152B • IWB Lesson: Persuasive Techniques OTR

Literary Text	Sample Instructional Supports
POEM “At Dusk” by Natasha Trethewey	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 148 • Analyzing the Text Questions TE 150 • Interpret Figurative Language TE 150A • Level Up Tutorial: Figurative Language OTR

Informational Text	Sample Instructional Supports
SCIENCE WRITING CLOSE READER from <i>Animals in Translation</i> by Frans de Waal	<ul style="list-style-type: none"> • Short Response TE 132E • Dig Deeper TE 132E • IWB Lesson: Analyzing Informational Text OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSONS • Conducting Research • Evaluating Sources	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompts: Conduct Research, Evaluate Sources

Informational Text	Sample Instructional Supports
ARTICLE “With Friends Like These . . .” by Dorothy Rowe	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 143 • Analyzing the Text Questions TE 144 • Guiding Questions OTR • Analyze Ideas TE 146A • Level Up Tutorial: Reading for Details OTR

Performance Assessment Practice
Informative Essay: Performance Assessment book pp. 37–74

Literary Text	Sample Instructional Supports
POEMS CLOSE READER • “My Ceremony for Taking” by Lara Mann • “The Stayer” by Virgil Suárez	<ul style="list-style-type: none"> • Short Response TE 150E • Dig Deeper TE 150E • IWB Lesson: Poetry: Language and Form OTR

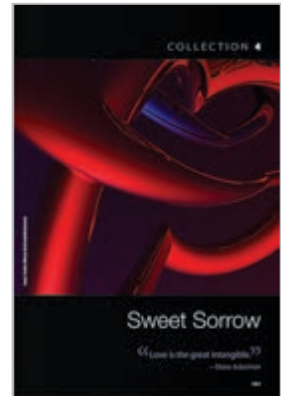
Mid-February through March

Collection 4

Sweet Sorrow

What is the nature of love and what are the conflicts surrounding it?

In this collection, students will explore the theme “Sweet Sorrow,” examining topics such as the nature of love and the conflicts surrounding it from multiple viewpoints.



Core Lessons

Literary Text	Sample Instructional Supports
DRAMA ANCHOR TEXT “The Tragedy of Romeo and Juliet” by William Shakespeare	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 205, 226, 251, 264, 278 • Analyzing the Text Questions TE 206, 227, 252, 265, 280 • Guiding Questions OTR • Analyze Author’s Choices: Parallel Plots TE 282A • Level Up Tutorial: Making Inferences About Characters OTR

Informational Text	Sample Instructional Supports
ESSAY from “Love’s Vocabulary” by Diane Ackerman	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 168 • Analyzing the Text Questions TE 170 • Guiding Questions OTR • Analyze Ideas TE 172A • Level Up Tutorial: Reading for Details OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Writing	Sample Instructional Supports
Writing a Literary Analysis	See corresponding unit on the NYC Writing Scope and Sequence.

Literary Text	Sample Instructional Supports
DRAMA CLOSE READER from <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare	<ul style="list-style-type: none"> • Short Response TE 282I • Dig Deeper TE 282I • IWB Lesson: Word Choice and Tone OTR

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an analytical essay using the collection texts to consider the attributes or characteristics of love **TE 301**

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Key Objectives

- **Close Reading:** analyzing ideas in an essay, analyzing how a modern artist transforms source material for a new artistic expression, analyzing character motivations and parallel plots, analyzing source material, analyzing how an author's choice of point of view creates desired effects (RL 1, 2, 3, 4, 5, 7, 9, 11; RI 1, 2, 3, 4, 5, 7; SL 1; L 1a, 1b, 3, 4a, 4d, 5a)
- **Response Writing:** responding through an essay, reflection, journal entries, letter and, eulogy (RL 9; W 2, 3, 6, 9, 10)
- **Writing, Listening, and Speaking:** incorporating textual evidence, using media in a presentation, participating in collaborative discussions, presenting a dramatic reading, engaging in debate (W 2a–f, 10; SL 1, 1e)
- **Conventions:** understanding and using parallel structure, participial phrases and, independent and dependent clauses (L 1a, 1b, 3)
- **Performance Assessment:** developing an analytical essay (W 2a–f, 4, 5, 9a, 9b, 11a)

Additional Resources

Literary Text	Sample Instructional Supports
POEM AND VIDEO “My Shakespeare” by Kate Tempest	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 175 • Analyzing Text and Video Questions TE 176 • Guiding Questions OTR • Analyze Source Material TE 176A • Level Up Tutorial: Universal and Recurring Themes OTR

Literary Text	Sample Instructional Supports
MYTH “Pyramus and Thisbe” from the <i>Metamorphoses</i> by Ovid	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 287 • Analyzing the Text Questions TE 288 • Analyze Source Material TE 288A • IWB Lesson: Theme/Central Idea OTR

Literary Text	Sample Instructional Supports
SHORT STORY “Duty” by Pamela Rafael Berkman	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 296 • Analyzing the Text Questions TE 298 • Guiding Questions OTR • Author’s Choices: Point of View TE 300B • Level Up Tutorial: Point of View OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Using Textual Evidence	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Textual Evidence

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Using Media in a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Media in a Presentation

Performance Assessment Practice
Mixed Practice: Performance Assessment book pp. 115–148

April through Mid-May

Collection 5

A Matter of Life or Death

How do we endure in the face of adversity, tragedy, and conflict?

In this collection, students will explore the theme “A Matter of Life or Death,” examining topics such as how humans endure in the face of adversity from multiple viewpoints.



Core Lessons

Literary Text	Sample Instructional Supports
MEMOIR ANCHOR TEXT from <i>Night</i> by Elie Wiesel	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 312 • Analyzing the Text Questions TE 314 • Guiding Questions OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
MEMOIR CLOSE READER from <i>An Ordinary Man</i> by Paul Rusinbega	<ul style="list-style-type: none"> • Short Response TE 316G • Dig Deeper TE 316G • IWB Lesson: Author’s Purpose and Perspective OTR

Informational Text	Sample Instructional Supports
ARGUMENT “Is Survival Selfish?” by Lane Wallace	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 320 • Analyzing Text and Video Questions TE 322 • Guiding Questions OTR • Delineate and Evaluate an Argument TE 324A

Literary Text	Sample Instructional Supports
POEM ANCHOR TEXT “The End and the Beginning” by Wisława Szymborska	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 352 • Analyzing the Text Questions TE 354 • Guiding Questions OTR • Determine Figurative Meanings and Tone TE 354A • Level Up Tutorial: Imagery OTR

Literary Text	Sample Instructional Supports
POEMS CLOSE READER • “The Survivor” by Marilyn Chin • “Who Understands Me But Me” by Jimmy Santiago Baca	<ul style="list-style-type: none"> • Short Response TE 354E • Dig Deeper TE 354E • IWB Lesson: Poetry: Language and Form OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Writing an Argument • Participating in a Panel Discussion 	<ul style="list-style-type: none"> • Teacher Support TE 355, 359 • Rubric TE 358, 362

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an argument about survival using evidence from at least three collection texts **TE 355**
- **Performance Task:** Participating in a panel discussion about survival, supporting ideas with evidence from collection texts **TE 359**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing an author’s purpose and choices, analyzing use of rhetoric, analyzing impact of word choice on tone, evaluating an argument by examining a claim and evidence, analyzing ideas and events, determining the central idea, summarizing, making inferences about theme, determining the meanings of figurative language and how it influences tone in poetry (RL 1, 2, 3, 4, 5, 6; RI 1, 2, 3, 4, 5, 6, 8, 9a; SL 1a, 1d, 1e, 4; L 1b, 3, 4, 4a, 4c, 5a)
- **Response Writing:** responding through analysis, argument, and reflection (W 1, 2, 3d, 9a; L 5a)
- **Writing, Listening, and Speaking:** writing a narrative, participating in collaborative discussions, producing and publishing with technology, engaging in debate (W 1, 2; SL 1a, 4; L 5a)
- **Conventions:** understanding and using tone, indefinite pronouns, colons, semicolons, and relative clauses (L 2a, 2b)
- **Performance Assessment:** developing an argument, and participating in a panel discussion (W 1a–e, 4, 5, 9a–b; SL 1a–e, 3, 4, 6)

Additional Resources

Informational Text	Sample Instructional Supports
SPEECH CLOSE READER “Truth at all Costs” by Marie Colvin	<ul style="list-style-type: none"> • Short Response TE 324F • Dig Deeper TE 324G • IWB Lesson: Citing Textual Evidence OTR

Informational Text	Sample Instructional Supports
SCIENCE WRITING from <i>Deep Survival</i> by Laurence Gonzales	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 334 • Analyzing the Text Questions TE 336 • Guiding Questions OTR • Summarize a Text TE 338A • IWB Lesson: Author’s Purpose and Perspective OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Leap” by Louise Erdrich	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 346 • Analyzing the Text Questions TE 348 • Guiding Questions OTR • Support Inferences About Theme TE 350A • IWB Lesson: Narrative Techniques OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON <ul style="list-style-type: none"> • Writing Narratives • Producing and Publishing with Technology 	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompts: Write a Narrative, Produce and Publish with Technology

Mid-May through June

Collection 6

Heroes and Quests

What makes someone a hero?

In this collection, students will explore the theme “Heroes and Quests,” examining themes such as the hero’s journey from multiple viewpoints.



Core Lessons

Literary Text	Sample Instructional Supports
EPIC POEM ANCHOR TEXT from the <i>Odyssey</i> by Homer translated by Robert Fitzgerald	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 398, 416 • Analyzing the Text Questions TE 399, 418 • Guiding Questions OTR • Analyze Author’s Choices: Epic Poem TE 420A • Level Up Tutorial: Universal and Recurring Themes OTR

Informational Text	Sample Instructional Supports
ARGUMENT “The Real Reasons We Explore Space” by Michael Griffin	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 436 • Analyzing the Text Questions TE 438A • Level Up Tutorial: Evaluating Credibility OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Blended Genre: Literary Analysis • Researching and Writing an Analytical Essay 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 445

Literary Text	Sample Instructional Supports
EPIC POEM CLOSE READER “The Cyclops” from the <i>Odyssey</i> by Homer translated by Robert Fitzgerald	<ul style="list-style-type: none"> • Short Response TE 420K • Dig Deeper TE 420K • IWB Lesson: Figurative Language and Imagery OTR

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Researching and writing an analytical essay about what compels characters or real people to undertake a journey **TE 445**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing elements of an epic poem, determining central ideas of a text, delineating and evaluating an argument, interpreting figurative language (RL 1, 2, 3, 4, 5, 6; RI 1, 1a, 2, 3, 4, 5, 6, 8, 9a; SL 1, 1a; L 3, 4, 5, 5a, 5b, 7a, 11a–b)
- **Response Writing:** responding through narrative, analysis, and editorial (W 1, 2, W 3a, 3d)
- **Writing, Listening, and Speaking:** writing informative texts, giving a presentation, participating in collaborative discussions (W 2, 3a, 3d; SL 1, 1a, 1e)
- **Conventions:** understanding and using absolute phrases, sentence length, and transitions (L 1b, 3, 4c, 5a)
- **Performance Assessment:** researching and writing an analytical essay (W 2a–f, 6, 7a, 8, 9a–b, 11c)

Additional Resources

Informational Text	Sample Instructional Supports
TRAVEL WRITING from <i>The Cruellest Journey: 600 miles to Timbuktu</i> by Kira Salak	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 428 • Analyzing the Text Questions TE 430 • Guiding Questions OTR • Analyze Ideas and Events TE 432A • Level Up Tutorial: Reading for Details OTR

Informational Text	Sample Instructional Supports
NONFICTION CLOSE READER from <i>The Good Soldiers</i> by David Finkel	<ul style="list-style-type: none"> • Short Response TE 432G • Dig Deeper TE 432G • IWB Lesson: Synthesizing Information OTR

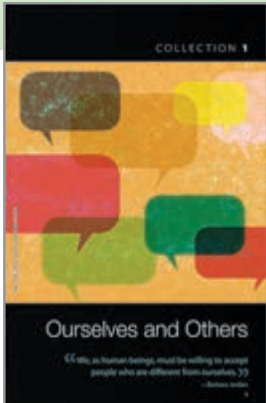
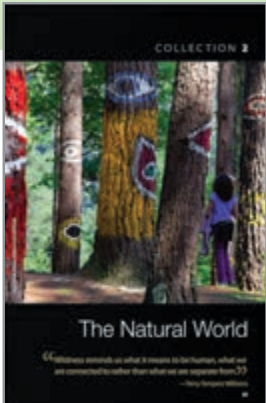

Literary Text	Sample Instructional Supports
POEM <i>“The Journey”</i> by Mary Oliver	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 442 • Analyzing the Text Questions TE 444 • Guiding Questions OTR • Interpret Figurative Language TE 444B • IWB Lesson: Poetry: Language and Form OTR


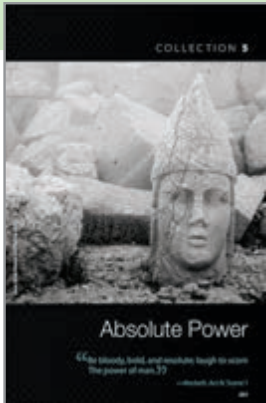
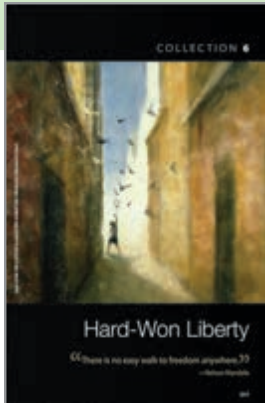
Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Informational Texts	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Informative Text

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Giving a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Give a Presentation

Year at a Glance

Grade 10 English Language Arts

Collection 1 Ourselves and Others	Collection 2 The Natural World	Collection 3 Responses to Change
SEPT – OCT	NOV – DEC	JAN – MID FEB
Why is it important to build communities that are supportive and accepting of all?	How do we affect nature and how does it affect us?	Why is it difficult for people to adapt to change and to accept both the positive and negative aspects of change?
<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing impact of cultural background on point of view comparing tone in texts analyzing impact of word choice examining how ideas can advance a purpose and point of view analyzing a writer's choices in pacing, word choice, tone, and mood supporting inferences about theme and citing evidence used to make inferences analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Present a Speech Write an Analytical Essay 	<p>Key Objectives:</p> <ul style="list-style-type: none"> determining central idea examining figurative, connotative, and technical meanings of words and phrases identifying a theme through writing an objective summary analyzing an author's claim and purpose analyzing a writer's choices in terms of text structure, figurative meaning, and tone supporting inferences about theme analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Write a Research Report Participate in a Panel Discussion 	<p>Key Objectives:</p> <ul style="list-style-type: none"> citing text evidence to support inferences analyzing representations in different mediums using cause-and-effect to make connections analyzing language and making inferences about the theme of a poem analyzing the development of ideas in a documentary analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Participate in a Panel Discussion Write an Argument
		

Collection 4 How We See Things	Collection 5 Absolute Power	Collection 6 Hard-Won Liberty
MID FEB – MARCH	APRIL – MID MAY	MID MAY – JUNE
What factors affect our view of the world?	What are some pros and cons of ambition and the quest for power?	What is the essence of freedom and why is it valuable?
<p>Key Objectives:</p> <ul style="list-style-type: none"> identifying and comparing poetic structure paraphrasing and summarizing ideas analyzing development of ideas in nonfiction determining meaning and analyzing ideas citing textual evidence analyzing author use of narrative techniques analyzing representations in different mediums analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Present a Speech Write a Short Story 	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing the use of rhetoric in an argument analyzing interactions between characters and theme analyzing representations of a scene analyzing historical text analyzing how an author draws on Shakespeare making and supporting inferences analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Task:</p> <p>Write an Analytical Essay</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing argument in a seminal document analyzing evidence and ideas in a functional document analyzing argument and rhetoric comparing accounts in different mediums analyzing interactions between character and theme analyzing how a shift in tone contributes to theme analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Task:</p> <p>Write an Argument</p>
		

September through October

Collection 1

Ourselves and Others

Why is it important to build communities that are supportive and accepting of all?

In this collection, students will explore the theme “Ourselves and Others,” examining topics such as society, community, tolerance, and acceptance.



Core Lessons

Literary Text	Sample Instructional Supports
SHORT STORY ANCHOR TEXT “What, of this Goldfish, Would You Wish?” by Etgar Keret	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 8 • Analyzing the Text TE 10 • Guiding Questions OTR • Analyze Point of View: Cultural Background TE 12A • Level Up Tutorial: Point of View OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
COURT OPINION ANCHOR TEXT from <i>Texas v. Johnson Majority Opinion</i> by William J. Brennan CONNECTED ANCHOR TEXT NEWSPAPER EDITORIAL “American Flag Stands for Tolerance” by Ronald J. Allen	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 16, 20 • Analyzing the Text TE 17, 22 • Guiding Questions OTR • Cite Evidence TE 24A • IWB Lesson: Citing Textual Evidence OTR

Informational Text	Sample Instructional Supports
PUBLIC DOCUMENT CLOSE READER from the <i>Universal Declaration of Human Rights</i> by UN Commission on Human Rights SPEECH CLOSE READER from <i>Towards a True Refuge</i> by Aung San Suu Kyi	<ul style="list-style-type: none"> • Short Response TE 24D, 24I • Dig Deeper TE 24E, 24I • Level Up Tutorial: Evidence OTR • IWB Lesson: Word Choice and Tone OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Lottery” by Shirley Jackson	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 34 • Analyzing the Text TE 36 • Guiding Questions OTR • Vocabulary Strategy: Denotation and Connotation TE 38A • Level Up Tutorial: Tone OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Writing an Analytical Essay • Presenting a Speech 	<ul style="list-style-type: none"> • Teacher Support TE 41, 45 • Rubrics TE 44, 48

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Presenting a speech that synthesizes ideas about how relationships with others define us **TE 41**
- **Performance Task:** Writing an analytical essay using textual support to explore accepting others **TE 45**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing impact of cultural background on point of view; citing evidence and supporting inferences; comparing tone; examining how ideas can advance purpose and point of view; understanding author's choices for pacing, word choice, tone, and mood (RL 1, 2, 3, 4, 5, 6; RI 1, 2, 3, 4, 6, 8, 9; SL 1e, 4; L 3, 4a, 4b, 5b)
- **Response Writing:** responding through comparison, analysis, argument, and a letter (W 1a–e, 2, 2b, 2e, 6, 7, 8, 9)
- **Writing, Listening, and Speaking:** understanding process, giving a presentation, participating in collaborative discussions, developing an oral narrative (W 1, 2, 3a, 3b, 3e, 9; SL 1a, 4, 5, 6)
- **Conventions:** understanding formal versus informal tone, noun clauses, and colloquialisms (RL 4; L 1b, 3)
- **Performance Assessment:** developing an analytical essay and presenting a speech (W 2, 9; SL 4, 5, 6)

Additional Resources

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “The Wife’s Story” by Ursula K. Le Guin	<ul style="list-style-type: none"> • Short Response TE 12F • Dig Deeper TE 12G • IWB Lesson: Character Development and Motivation OTR

Informational Text	Sample Instructional Supports
DOCUMENTARY TRAILER “My So-Called Enemy” Directed by Lisa Gossels	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 13 • Analyzing the Media TE 14 • Guiding Questions OTR • Determine Purpose and Point of View TE 14A • IWB Lesson: Making Inferences OTR

Literary Text	Sample Instructional Supports
POEM “Without Title” by Diane Glancy	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 39 • Analyzing the Text TE 40 • Guiding Questions OTR • Support Inferences About Theme TE 40B • Level Up Tutorial: Theme OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing as a Process	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Apply the Writing Process

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Giving a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Give a Presentation

Performance Assessment Practice
Literary Analysis: Performance Assessment book pp. 79–120

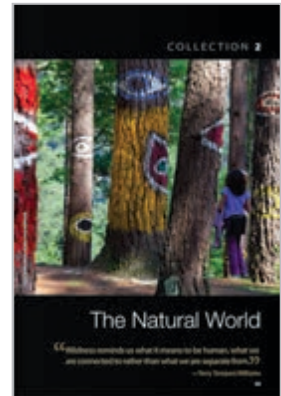
November through December

Collection 2

The Natural World

How do we affect nature and how does it affect us?

In this collection, students will explore “The Natural World” through texts that support the idea that people are connected to nature.



Core Lessons

Informational Text	Sample Instructional Supports
ESSAY ANCHOR TEXT <i>“Called Out”</i> by Barbara Kingsolver	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 54 • Analyzing the Text TE 56 • Guiding Questions OTR • Determine Central Ideas TE 58A • Interactive Graphic Organizer: Main Idea and Details Chart OTR

Informational Text	Sample Instructional Supports
ARGUMENT <i>from Hope for the Animals and Their World</i> by Jane Goodall	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 66 • Analyzing the Text TE 68 • Guiding Questions OTR • Determine Author’s Claim and Determine Purpose TE 70A • IWB Lesson: Author’s Purpose and Perspective OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
POEM <i>“Carry”</i> by Linda Hogan	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 80 • Analyzing the Text TE 82 • Guiding Questions OTR • Support Inferences About Theme TE 82B

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER <i>“The Seventh Man”</i> by Haruki Murakami	<ul style="list-style-type: none"> • Short Response TE 78L • Dig Deeper TE 78M • Level Up Tutorial: Figurative Language; Author’s Perspective OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Writing a Research Report • Participating in a Panel Discussion 	<ul style="list-style-type: none"> • Teacher Support TE 83, 87 • Rubrics TE 86, 90

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing a research report using three collection texts to examine one aspect of the interaction between humans and nature **TE 83**
- **Performance Task:** Participating in a panel discussion about human nature using evidence from three texts in the collection **TE 87**

Key Objectives

- **Close Reading:** determining central ideas; examining figurative, connotative, and technical meanings; identifying theme through summarizing; analyzing author's claim and purpose and writer's choices; supporting inferences about theme (RL 1, 2, 3, 4, 5, 11; RI 1, 1a, 2, 3, 4, 5, 6; W 2, 4, 9, 10; SL 1, 1d; L 4b, 4c, 5a, 5b, 6)
- **Response Writing:** responding through comparison, research, analysis (RI 1, 4, 5; W 2, 4, 7, 9, 10, 11)
- **Writing, Listening, and Speaking:** analyzing an argument, analyzing and evaluating a presentation, participating in collaborative discussions, participating in a panel discussion (RI 1, 6, 4; W 1, 2, 4, 7, 8, 9; SL 1a–e, 2, 4; L 5a–b)
- **Conventions:** participial phrases, relative clauses, colons, and dashes (L 1b, 2b)
- **Performance Assessment:** research report or panel discussion (W 2, 4, 7, 8, 9; SL 1a–d, 2)

Additional Resources

Informational/ Literary Text	Sample Instructional Supports
ESSAY CLOSE READER “Sea Stars” by Barbara Hurd	<ul style="list-style-type: none"> • Short Response TE 58D, 58F • Dig Deeper TE 58G • Level Up Tutorial: Evidence OTR • IWB Lesson: Poetry Language and Form OTR
POEM CLOSE READER “Starfish” by Lorna Dee Cervantes	

Informational Text	Sample Instructional Supports
BLOG POST CLOSE READER “Emma Marris: In Defense of Everglades Pythons” by Andrew C. Revkin	<ul style="list-style-type: none"> • Short Response TE 70E • Dig Deeper TE 70E • Level Up Tutorial: Audience OTR • IWB Lesson: Citing Textual Evidence OTR

Literary Text	Sample Instructional Supports
SHORT STORY ANCHOR TEXT “My Life as a Bat” by Margaret Atwood	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 74 • Analyzing the Text TE 76 • Guiding Questions OTR • Analyze Author's Choices TE 78A • IWB Lesson: Figurative Language and Imagery OTR

Literary Text	Sample Instructional Supports
POEM “When I Heard the Learn'd Astronomer” by Walt Whitman	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 59 • Analyzing the Text TE 60 • Guiding Questions OTR • Determine Theme Through Objective Summary TE 60A • Level Up Tutorial: Theme OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Arguments	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Argument

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Analyzing and Evaluating Presentations	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Analyze and Evaluate a Presentation

Performance Assessment Practice
Informative Essay: Performance Assessment book pp. 41–77

January through Mid-February

Collection 3

Responses to Change

Why is it difficult for people to adapt to change and to accept both the positive and negative aspects of change?

In “Responses to Change,” students will explore different ways that people respond to change through both literary and informational texts.



Core Lessons

Literary Text	Sample Instructional Supports
NOVELLA ANCHOR TEXT from <i>The Metamorphosis</i> by Franz Kafka	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 105, 125 • Analyzing the Text TE 106, 126 • Guiding Questions OTR • Support Inferences TE 106A • Analyze Representations in Difference Mediums TE 128A • IWB Lesson: Comparing Texts OTR
CONNECTED SELECTION GRAPHIC NOVEL ANCHOR TEXT from <i>The Metamorphosis</i>	

Informational Text	Sample Instructional Supports
SCIENCE WRITING from <i>Simplexity</i> by Jeffrey Kluger	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 132 • Analyzing the Text TE 134 • Guiding Questions OTR • Analyze Author’s Order: Cause and Effect TE 136A • Level Up Tutorial: Cause-and-Effect Organization OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
DOCUMENTARY FILM ANCHOR MEDIA from <i>Rivers and Tides</i> Directed by Thomas Riedelsheimer	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 141 • Analyzing the Media TE 144 • Guiding Questions OTR • Analyze Development of Ideas TE 144A • IGO: Main Idea and Details Chart OTR

Literary Text	Sample Instructional Supports
POEM CLOSE READER “The Starry Night” by Anne Sexton	<ul style="list-style-type: none"> • Short Response TE 128E • Dig Deeper TE 128E • Level Up Tutorial: Evidence OTR • IWB Lesson: Making Inferences OTR
PAINTING CLOSE READER <i>The Starry Night</i> by Vincent van Gogh	

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Writing an Argument • Participating in a Panel Discussion 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 145

Unit Assessment

- **Collection Test:** Analyzing Texts [ONLINE](#) or [PRINT](#)
- **Performance Task:** Participating in a panel discussion about people’s adaptations to change using collection texts to support points [TE 145](#)
- **Performance Task:** Writing an argument using the anchor media selection and other texts to examine how change is viewed [TE 149](#)

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing representations in different mediums, analyzing language and making inferences about theme, citing text evidence to support inferences, making connections between ideas and events, analyzing idea development in a documentary (RL 1, 2, 3, 4, 5, 6, 7, 9; RI 1, 2, 3, 4, 5; W 1, 2; L 4a–d, 5a)
- **Response Writing:** responding through analysis, argument, and reflection (W 1, 2, 2a, 2c, 2d, 4; SL 1, 1a, 4, 5; L 1)
- **Writing, Listening, and Speaking:** conducting research, evaluating sources, comparing, participating in collaborative discussions, participating in a panel discussion (RL 7; RI 5; W 1a–e, 2d, 4, 9a–b; SL 1a–d, 3, 4, 5, 6)
- **Conventions:** understanding prepositional, adjectival, and adverbial phrases; transitional words and phrases; and noun and verb phrases (W 2c, 4; SL 1; L 1b)
- **Performance Assessment:** developing an argument and participating in a panel discussion (W 1a–e, 9a–b; SL 1a–d, 3, 6)

Additional Resources

Literary Text	Sample Instructional Supports
POEM “Magic Island” by Cathy Song	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 138 • Analyzing the Text TE 139 • Guiding Questions OTR • Support Inferences About Theme TE 140A • Level Up Tutorial: Theme OTR

Informational Text	Sample Instructional Supports
SCIENCE WRITING CLOSE READER <i>Life After People</i> by Delores Vasquez	<ul style="list-style-type: none"> • Short Response TE 144E • Dig Deeper TE 144E • Guiding Questions OTR • Analyze Author’s Order: Cause and Effect TE 136A • Level Up Tutorial: Main Idea and Supporting Details OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON <ul style="list-style-type: none"> • Conducting Research • Evaluating Sources 	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Conduct Research, Evaluate Sources

Performance Assessment Practice
Argument Writing: Performance Assessment book pp. 1–39

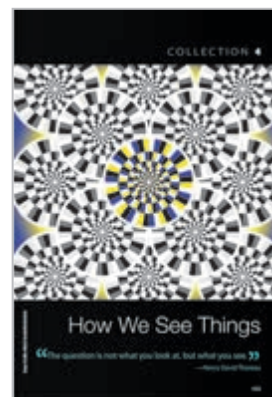
Mid-February through March

Collection 4

How We See Things

What factors affect our view of the world?

In this collection, students will explore the idea of “How We See Things” through texts that examine perception, awareness, and understanding of surroundings.



Core Lessons

Literary Text	Sample Instructional Supports
POEM ANCHOR TEXT “We grow accustomed to the Dark” by Emily Dickinson CONNECTED SELECTION POEM ANCHOR TEXT “Before I got my eye put out” by Emily Dickinson	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 157 • Analyzing the Text TE 159 • Guiding Questions OTR • Analyze Author’s Choices: Poetic Structure TE 160A • IWB Lesson: Poetry Language and Form OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
POEM CLOSE READER “The Trouble with Poetry” by Billy Collins “Today” by Billy Collins	<ul style="list-style-type: none"> • Short Response TE 160E • Dig Deeper TE 160G • Level Up Tutorial: Elements of Poetry OTR

Informational Text	Sample Instructional Supports
SCIENCE ESSAY ANCHOR TEXT “Coming to Our Senses” by Neil deGrasse Tyson	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Analyzing the Text TE 168 • Guiding Questions OTR • Analyze Development of Ideas TE 170A • IWB Lesson: Analyzing Informational Text OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Night Face Up” by Julio Cortázar	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 179 • Analyzing the Text TE 181 • Guiding Questions OTR • Citing Textual Evidence TE 182A • Level Up Tutorial: Reading for Details OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Narrative Writing • Presenting a Speech 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 193

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Preparing and presenting a logical and structured speech about people’s perception of the world using collection texts to support ideas **TE 193**
- **Performance Task:** Writing a suspenseful short story with an engaging plot that uses the collection texts to inform a plot about how individuals see things **TE 197**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** identifying and comparing poetic structure, paraphrasing and summarizing, analyzing ideas and their development, determining meaning, citing textual evidence, analyzing use of narrative techniques, analyzing representations in different mediums (RL 1, 2, 3, 4, 5, 6, 7; RI 1, 2, 3, 4, 5, 6; SL 1, 1c; L 4a–d)
- **Response Writing:** responding through an essay, research, and analysis (RL 1, 3, 4, 5, 6; W 2, 2a, 2c, 7, 7a; L 4)
- **Writing, Listening, and Speaking:** citing textual evidence, using media in presentations, comparing, participating in collaborative discussions (W 1, 2a, 2b, 9; SL 1a–e, 2, 3, 4)
- **Conventions:** understanding writing conventions, parallel structure, and adverbial clauses (W 2, 5; L 1, 1a, 1b, 2)
- **Performance Assessment:** presenting a speech and writing a short story (W 3a–e, 4, 9a–b; SL 2, 3, 4)

Additional Resources

Informational Text	Sample Instructional Supports
MATH ESSAY “The Math Instinct” by Keith Devlin	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 186 • Analyzing the Text TE 187 • Guiding Questions OTR • Determine Meaning and Analyze Ideas TE 188A • IGO: Main Idea and Details Chart OTR

Informational Text	Sample Instructional Supports
BOOK REVIEW CLOSE READER “Every Second Counts” by Matilda Battersby	<ul style="list-style-type: none"> • Short Response TE 170E • Dig Deeper TE 170E • IWB Lesson: Author’s Purpose and Perspective OTR

Informational Text	Sample Instructional Supports
SCIENCE WRITING CLOSE READER “Whale Sharks Use Geometry to Avoid Sinking” from Science Daily	<ul style="list-style-type: none"> • Short Response TE 188E • Dig Deeper TE 188E • Level Up Tutorial: Evidence OTR

Literary Text	Sample Instructional Supports
POEM “Musée des Beaux Arts” by W.H. Auden CONNECTED MEDIA PAINTING <i>Landscape with the Fall of Icarus</i> by Pieter Breughel the Elder	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 190, 191 • Analyzing the Text and Image TE 192 • Guiding Questions OTR • Analyzing Representations in Different Mediums TE 192B • Level Up Tutorial: Point of View OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Using Textual Evidence	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Textual Evidence

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Using Media in a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Media in a Presentation

Performance Assessment Practice
Mixed Practice: Performance Assessment book pp. 121–154

April through Mid-May

Collection 5

Absolute Power

What are some pros and cons of ambition and the quest for power?

In this collection, students will explore the theme of “Absolute Power” through texts that present ideas about people’s relationships with ambition, power, success, failure, and control.



Core Lessons

Literary Text	Sample Instructional Supports
DRAMA ANCHOR TEXT <i>The Tragedy of Macbeth</i> by William Shakespeare	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 230, 243, 259, 276, 289 • Analyzing the Text TE 231, 244, 260, 277, 291 • Guiding Questions OTR • Analyze Character and Theme TE 292A • IWB Lesson: Plot and Conflict OTR

Informational Text	Sample Instructional Supports
ARGUMENT from “Why Read Shakespeare?” by Michael Mack	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 207 • Analyzing the Text TE 208 • Guiding Questions OTR • Analyze Argument and Rhetoric TE 209A • Level Up Tutorial: Analyzing Arguments OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Writing	Sample Instructional Supports
Writing a Literary Analysis	See corresponding unit on the NYC Writing Scope and Sequence.

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an analytical essay with a clear controlling idea about how one part of Macbeth’s character shows a common human personality trait **TE 313**

Key Objectives

- **Close Reading:** analyzing rhetoric, analyzing interactions between characters and theme, analyzing representations of a scene, analyzing historical text, analyzing how an author draws on Shakespeare, and making and supporting inferences (RL 1, 2, 3, 4, 5, 6, 7, 9, 11; RI 1, 2, 3, 4, 5, 6, 7, 8; W 2, 9a; SL 1, 1a, 2, 4, 5; L 3, 4, 4a–d, 5, 5a–b, 6)
- **Response Writing:** responding through argument, analysis, and narrative (RL 3, 4, 5, 9; RI 1, 3, 8; W 1, 2, 3, 3a, 3f, 4; SL 4)
- **Writing, Listening, and Speaking:** developing an argument, writing a narrative, producing and publishing with technology, participating in collaborative discussions, participating in a poetry reading, engaging in a debate (RL 4, 9; RI 1, 3; W 1, 4; SL 1a–e, 2, 4, 5, 6)
- **Conventions:** understanding rhetorical questions, inverted sentence structure, and absolute phrases (L 1b, 3)
- **Performance Assessment:** developing an analytical essay (W 2a–f, W 9a–b)

Additional Resources

Literary Text	Sample Instructional Supports
FILM from <i>Macbeth on the Estate</i> Directed by Penny Woolcock	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 293 • Analyzing the Media TE 294 • Guiding Questions OTR • Analyze Representations TE 294A • Level Up Tutorial: Methods of Characterization OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Macbeth Murder Mystery” by James Thurber	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 305 • Analyzing the Text TE 307 • Guiding Questions OTR • Analyze How an Author Draws on Shakespeare TE 308A • Level Up Tutorial: Historical and Cultural Context OTR

Literary Text	Sample Instructional Supports
POEM “5 P.M., Tuesday, August 23, 2005” by Patricia Smith	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 310 • Analyzing the Text TE 312 • Guiding Questions OTR • Support Inferences About Word Choice TE 312B • IWB Lesson: Figurative Language and Imagery OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON • Writing Narratives • Producing and Publishing with Technology	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write a Narrative, Produce and Publish with Technology

Literary Text	Sample Instructional Supports
DRAMA CLOSE READER from <i>The Tragedy of Macbeth</i> by William Shakespeare	<ul style="list-style-type: none"> • Short Response TE 2920 • Dig Deeper TE 2920 • IWB Lesson: Inferences OTR

Informational Text	Sample Instructional Supports
HISTORY from <i>Holinshed’s Chronicles</i> by Raphael Holinshed	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 297 • Analyzing the Text TE 298 • Guiding Questions OTR • Analyze Historical Text TE 300A • IWB Lesson: Evaluating Sources OTR

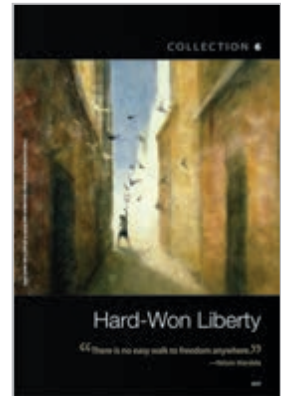
Mid-May through June

Collection 6

Hard-Won Liberty

What is the essence of freedom and why is it valuable?

In this collection, students will explore themes revolving around “Hard-Won Liberty” through texts that discuss struggles for freedom.



Core Lessons

Informational Text	Sample Instructional Supports
ARGUMENT ANCHOR TEXT “Letter from Birmingham Jail” by Martin Luther King, Jr.	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 336 • Analyzing the Text TE 338 • Guiding Questions OTR • Analyze Argument in a Seminal Document TE 340A • IWB Lesson: Evaluating Arguments OTR

Informational Text	Sample Instructional Supports
ARGUMENT from “Letter to Viceroy, Lord Irwin” by Mohandas K. Gandhi CONNECTED MEDIA DOCUMENTARY FILM from <i>Gandhi: The Rise of Fame</i>	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 355, 359 • Analyzing the Text and Media TE 357, 360 • Guiding Questions OTR • Analyze Accounts in Different Mediums TE 360A • Level Up Tutorial: Primary and Secondary Sources OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
SHORT STORY “The Briefcase” by Rebecca Makkai	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 369 • Analyzing the Text TE 371 • Guiding Questions OTR • Analyze Character and Theme TE 372A • IWB Lesson: Character Development and Motivation OTR

Informational Text	Sample Instructional Supports
SPEECH CLOSE READER Speech at the March on Washington by Josephine Baker	<ul style="list-style-type: none"> • Short Response TE 340F • Dig Deeper TE 340G • Level Up Tutorial: Analyzing Arguments OTR

Writing	Sample Instructional Supports
Writing an Argument	See corresponding unit on the NYC Writing Scope and Sequence.

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an argument that makes a strong claim about freedom and develops ideas with reasons and evidence from the collection texts **TE 377**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing argument in a seminal document; analyzing evidence and ideas in a functional document; analyzing argument and rhetoric; comparing accounts in different mediums; analyzing interactions between character and theme (RL 1, 2, 3, 4, 5; RI 1, 2, 3, 4, 5, 6, 7, 8, 9, 9a; L 4a, 4d, 5b, 6)
- **Response Writing:** responding through comparison, research, analysis, and a letter (RI 1a, 9; W 2, 4, 7, 8, 9, 9b, 10; L 3a)
- **Writing, Listening, and Speaking:** writing informative texts, giving a presentation, participating in collaborative discussions, participating in a debate (RI 1a; W 2, 7, 8, 9; SL 1, 1a, 1c–e, 2, 4; L 3a)
- **Conventions:** understanding repetition and parallelism, colons, semicolons, and prepositional phrases (L 1a, 1b, 2a, 2b)
- **Performance Assessment:** developing an argument (W 1a–e, W 9a–b)

Additional Resources

Literary Text	Sample Instructional Supports
MEMOIR from <i>Revolution 2.0</i> by Wael Ghomin	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 347 • Analyzing the Text TE 348 • Guiding Questions OTR • Analyze Evidence and Author's Ideas TE 350A • Level Up Tutorial: Audience OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Informative Texts	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Informative text




Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “Bile” by Christine Lee Zilka	<ul style="list-style-type: none"> • Short Response TE 372G • Dig Deeper TE 372G • IWB Lesson: Point of View OTR

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Giving a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Give a Presentation

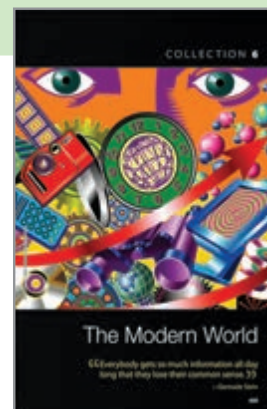
Literary Text	Sample Instructional Supports
POEM “Cloudy Day” by Jimmy Santiago Baca	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 374 • Analyzing the Text TE 375 • Guiding Questions OTR • Analyze Theme and Tone TE 376B • Level Up Tutorial: Tone OTR

Year at a Glance

Grade 11 English Language Arts

Collection 1 Coming to America	Collection 2 Building A Democracy	Collection 3 The Individual and Society
SEPT – OCT	NOV – DEC	JAN – MID FEB
How have immigrants shaped the culture and land of the United States?	How did the founders of the United States balance protecting individual rights and creating a strong union in the nation’s founding documents?	How has American society balanced the ideal of individual freedom with the needs of society?
<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing central ideas of a foundational text determining author’s purpose citing effective evidence analyzing interpretations of a drama determining theme and analyzing structure tracing and evaluating an argument determining the theme of a poem analyzing multiple genres of text both in fiction and nonfiction applying language conventions in writing <p>Performance Task: Write an Argument</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing foundational U.S. documents analyzing and evaluating arguments analyzing ideas, events, and structure in an informational text analyzing and comparing topics and themes in poems analyzing suspense, ambiguity, and point of view in fiction analyzing how ideas and claims in a video connect to foundational U.S. documents analyzing multiple genres of text both in fiction and nonfiction applying language conventions in writing <p>Performance Task: Write an Informative Essay</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> determining themes in poetry analyzing ideas and events in an essay analyzing language and determining themes determining central ideas analyzing how an author’s choices contribute to meaning interpreting symbols in literature analyzing multiple genres of text both in fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Write a Narrative Debate an Issue
		

Collection 4 A New Birth of Freedom	Collection 5 An Age of Realism	Collection 6 The Modern World
MID FEB – MARCH	APRIL – MID MAY	MID MAY – JUNE
How did the granting (or denial) of rights and freedoms evolve after the Civil War?	How did American society change after the Civil War?	How have Americans responded to modern life in a globally connected world?
<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing a seminal U.S. speech analyzing point of view and persuasiveness of rhetoric, style, content analyzing how an argument’s structure supports ideas and claims analyzing and understanding a narrative history integrating and evaluating documentary information analyzing allusions, rhythm, and structure in a free-verse poem analyzing multiple genres of text both in fiction and nonfiction applying language conventions in writing <p>Performance Task: Present a Persuasive Speech</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> determining themes and distinguish realism and naturalism determining author’s purpose and analyzing choices understanding the use of satire evaluating information from text, photos, tables, and video analyzing point of view and irony in a short story analyzing diction, imagery, and symbols in a poem analyzing multiple genres of text both in fiction and nonfiction applying language conventions in writing <p>Performance Task: Write an Analytical Essay</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing character motivations comparing multiple works from a time period analyzing poetry, drama, and a work of science fiction analyzing an author’s point of view and arguments understanding a complex argument evaluating a Supreme Court ruling analyzing multiple genres of text both in fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Write an Argument Participate in a Panel Discussion



September through October

Collection 1

Coming to America

How have immigrants shaped the culture and land of the United States?

In this collection, students will explore the theme “Coming to America,” examining topics such as how America has always been a land shaped by immigrants.



Core Lessons

Informational Text	Sample Instructional Supports
HISTORICAL ACCOUNT ANCHOR TEXT from <i>Of Plymouth Plantation</i> by William Bradford	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 18 • Analyzing the Text TE 20 • Guiding Questions OTR • Archaic Language TE 22A • Level Up Tutorial: Paraphrasing OTR

Literary Text	Sample Instructional Supports
DRAMA from <i>The Tempest</i> by William Shakespeare	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 68 • Analyzing the Text TE 70 • Guiding Questions OTR • Analyze Author’s Purpose TE 70A • Level Up Tutorial: Author’s Style OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
FILM from <i>The Tempest</i> (1980) from BBC Shakespeare	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 71, 74 • Analyzing the Media and Text TE 72, 75, 76 • Guiding Questions OTR • Author’s Purpose TE 76A • Level Up Tutorial: Types of Drama OTR
CONNECTED MEDIA FILM Production Images from <i>The Tempest</i> (2010) Directed by Julie Taymor	

Informational Text	Sample Instructional Supports
ESSAY CLOSE READER “Mother Tongue” by Amy Tan	<ul style="list-style-type: none"> • Short Response TE 96G • Dig Deeper TE 96G • IWB Lesson: Synthesizing Information OTR

Writing	Sample Instructional Supports
Investigative Journalism	See corresponding unit on the NYC Writing Scope and Sequence.

Literary Text	Sample Instructional Supports
SHORT STORY “Balboa” by Sabina Murray	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 83 • Analyzing the Text TE 85 • Guiding Questions OTR • Determine Themes TE 86A • Level Up Tutorial: Inferences About Characters OTR

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an argument to persuade readers to agree with a claim **TE 103**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** identifying and analyzing central ideas of a foundational text, determining the author's purpose, citing effective textual evidence to support an argument, analyzing an interpretation of a drama, determining themes and analyzing structure, tracing and evaluating an argument, determining the theme of a poem (RL 1, 2, 3, 4, 5, 6, 7, 11, 11a, 11b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 9, 9a, 10; L 1, 1a, 1b, 3a, 4, 4a, 4c, 4d, 5b, 6; SL 1a–e, 2, 4)
- **Response Writing:** responding through a journal, letter, argument, essay, review, caption, dramatic monologue, debate, and evaluation (W 1, 2, 2b, 3a–d, 3f, 4, 5b, 7, 7a, 11, 11a; SL 1a–e)
- **Writing, Listening, and Speaking:** understanding writing as a process, participating in collaborative discussions (W 2; SL 1a–e, 2, 4)
- **Conventions:** using active and passive voice, dependent or subordinate clauses, syntax in poetry, colons (L 2, 3a)
- **Performance Assessment:** developing an argument (W 1a–e, 9)

Additional Resources

Informational Text	Sample Instructional Supports
HISTORICAL NARRATIVE CLOSE READER from <i>The General History of Virginia</i> by John Smith	<ul style="list-style-type: none"> • Short Response TE 22G • Dig Deeper TE 22G • IWB Lesson: Analyzing Informational Text OTR
Informational Text	Sample Instructional Supports
ARGUMENT “Blaxicans’ and Other Reinvented Americans” by Richard Rodriguez	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 92 • Analyzing the Text TE 94 • Guiding Questions OTR • Determine Author’s Purpose: Irony TE 96A • IWB Lesson: Author’s Purpose and Perspective OTR
Informational Text	Sample Instructional Supports
HISTORY WRITING “Coming of Age in the Dawnland” by Charles C. Mann	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 31 • Analyzing the Text TE 33 • Guiding Questions OTR • Analyze Author’s Purpose TE 35A • IWB Lesson: Word Choice and Tone OTR
Literary Text	Sample Instructional Supports
POEM “New Orleans” by Joy Harjo	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 99 • Analyzing the Text TE 101 • Guiding Questions OTR • Cite Textual Evidence TE 102A • IWB Lesson: Citing Textual Evidence OTR
Literary Text	Sample Instructional Supports
POEM CLOSE READER “Indian Boy Love Song (#2)” by Sherman Alexie	<ul style="list-style-type: none"> • Short Response TE 102D • Dig Deeper TE 102E • IWB Lesson: Poetry: Language and Form OTR
Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing as a Process	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Apply the Writing Process
Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Participating in Collaborative Discussions	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Participate in a Collaborative Discussion
Performance Assessment Practice	
Argumentative Essay: Performance Assessment book pp. 1–32	

November through December

Collection 2

Building a Democracy

How did the founders of the United States balance protecting individual rights and creating a strong union in the nation's founding documents?

In this collection, students will explore the theme “Building A Democracy,” examining topics such as diversity, working together, and protecting rights.

Core Lessons



Informational Text	Sample Instructional Supports
PUBLIC DOCUMENT ANCHOR TEXT “The Declaration of Independence” by Thomas Jefferson CONNECTED TEXT PUBLIC DOCUMENT ANCHOR TEXT from <i>The United States Constitution</i>	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 116, 124 • Analyzing the Text TE 118, 126 • Guiding Questions OTR • IWB Lesson: Synthesizing Information OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
PUBLIC DOCUMENT CLOSE READER from <i>The United States Constitution</i>	<ul style="list-style-type: none"> • Short Response TE 128E • Dig Deeper TE 128E • IWB Lesson: Analyzing Informational Text OTR

Informational Text	Sample Instructional Supports
PUBLIC DOCUMENT CLOSE READER “Petition to the Massachusetts General Assembly” by Prince Hall	<ul style="list-style-type: none"> • Short Response TE 140D • Dig Deeper TE 140E • Level Up Tutorial: Persuasive Techniques OTR

Literary Text	Sample Instructional Supports
SHORT STORY “A Soldier for the Crown” by Charles Johnson	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 163 • Analyzing the Text TE 165 • Guiding Questions OTR • Analyze Structure: Suspense and Ambiguity TE 166A

Literary Text	Sample Instructional Supports
POEMS “To the Right Honourable William, Earl of Dartmouth” “On Being Brought from Africa to America” by Phillis Wheatley CONNECTED SELECTION “On the Emigration to America and Peopling the Western Country” by Philip Freneau	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 156 • Analyzing the Text TE 158 • Guiding Questions OTR • Analyze and Compare Themes and Topics TE 158A • IWB Lesson: Poetry: Language and Form OTR

Writing	Sample Instructional Supports
Writing an Informative Essay	<ul style="list-style-type: none"> • Teacher Support TE 169 • Rubric TE 172

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an essay about the balance between individual rights and national unity **TE 169**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing foundational documents and how claims in a video connect to them; analyzing arguments, ideas, events, and structure in informational text; analyzing topics and themes in poems; analyzing suspense, ambiguity, and point of view in fiction (RL 1, 2, 4, 5, 6, 9, 10; RI 1, 1a, 3, 4, 5, 6, 7, 8, 9, 10; L 3a, 4c, 4d, 5b, 6; SL 6)
- **Response Writing:** responding through argument, informative text, essay, and presentation (W 1, 2, 2a, 2b, 5, 6, 7, 8, 9, 9a, 9b, 10; SL 1, 1a, 1b, 1c, 1d, 3, 4, 5, 6)
- **Writing, Listening, and Speaking:** developing an argument, analyzing and evaluating presentations, author's purpose (W 6; SL 4, 5, 6)
- **Conventions:** using parallel structure, formal and informal style, transitions, hyphenation, point of view (L 2a, 3a)
- **Performance Assessment:** developing an informative essay (W 2, 4, 9; SL 1, SL 1e)

Additional Resources

Informational Text	Sample Instructional Supports
DOCUMENTARY <i>Patrick Henry: Voice of Liberty</i>	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 167 • Analyzing the Media TE 168 • Guiding Questions OTR • Analyze the Media TE 168B • Level Up Tutorial: Audience OTR

Informational Text	Sample Instructional Supports
ARGUMENT "The Federalist No. 10" by James Madison	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 136 • Analyzing the Text TE 138 • Guiding Questions OTR • Evaluate Seminal Texts: Premises of an Argument TE 140A

Informational Text	Sample Instructional Supports
HISTORY ARTICLE "Thomas Jefferson: The Best of Enemies" by Ron Chernow	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 146 • Analyzing the Text TE 148 • Guiding Questions OTR • Analyze Ideas and Events: Sequence TE 150A • Level Up Tutorial: Chronological Order OTR

Informational Text	Sample Instructional Supports
ARTICLE CLOSE READER "Abigail Adams' Last Act of Defiance" by Woody Holton	<ul style="list-style-type: none"> • Short Response TE 150F • Dig Deeper TE 150G • Level Up Tutorial: Paraphrasing OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing an Argument	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Argument

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Analyzing and Evaluating Presentations	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Analyze and Evaluate a Presentation

Performance Assessment Practice

Informative Essay: Performance Assessment book

pp. 33–71

January through Mid-February

Collection 3

The Individual and Society

How has American society balanced the ideal of individual freedom with the needs of society?

In this collection, students will explore the theme “The Individual and Society,” examining topics such as how writers in the 19th century created a new American literature.

Core Lessons



Literary Text	Sample Instructional Supports
POEM ANCHOR TEXT from <i>Song of Myself</i> by Walt Whitman	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 183 • Analyzing the Text TE 178, 180, 182, 183, 185 • Guiding Questions OTR • Figures of Speech TE 186A

Literary Text	Sample Instructional Supports
POEMS Selected poems by Emily Dickinson	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 203 • Analyzing the Text TE 200, 201, 202, 203, 205 • Guiding Questions OTR • IWB Lesson: Word Choice and Tone OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
ESSAY CLOSE READER from “Self-Reliance” and “Nature” by Ralph Waldo Emerson	<ul style="list-style-type: none"> • Short Response TE 220F • Dig Deeper TE 220G • IWB Lesson: Evaluating Arguments OTR

Literary Text	Sample Instructional Supports
POEMS CLOSE READER “I Hear America Singing” “A Noiseless Patient Spider” by Walt Whitman	<ul style="list-style-type: none"> • Short Response TE 186D • Dig Deeper TE 186E • Level Up Tutorial: Theme OTR

Informational Text	Sample Instructional Supports
ARGUMENT ANCHOR TEXT “Against Nature” by Joyce Carol Oates	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 229 • Analyzing the Text TE 239 • Guiding Questions OTR • Analyze and Evaluate Sources TE 233A • IWB Lesson: Text Structure and Meaning OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Pit and the Pendulum” by Edgar Allan Poe	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 262 • Analyzing the Text TE 263 • Guiding Questions OTR • Analyzing the Text TE 266 • Determine Themes TE 266B • IWB Lesson: Historical and Cultural Context OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Writing a Narrative • Debating an Issue 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 271

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an engaging narrative synthesizing ideas about the individual and society **TE 267**
- **Performance Task:** Debating Joyce Carol Oates’s critique of nature writing by drawing on evidence from the texts **TE 271**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** determining themes and central ideas; interpreting symbols; analyzing ideas, events, content, and style in essays; analyzing atmosphere and structure by comparing themes (RL 1, 2, 3, 4, 5, 6, 9, 10, 11, 11a–b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 9a, 10; L 3, 3a, 4a–d, 5a–b; SL 1a, 1c, 1e, 4, 6)
- **Response Writing:** responding through oral defense, discussion, analysis, and essay (W 1, 2, 3, 3f, 4, 5, 7, 8, 9a, 11a, 11c; SL 1, 1a, 1c, 3, 4, 6)
- **Writing, Listening, and Speaking:** researching, evaluating sources, participating in collaborative discussions (W 1, 2, 3, 4, 5, 7, 7a, 8; SL 1, 3)
- **Conventions:** using parallel structure, varied sentence structure, rhetorical questions, quotations, and semicolons (L 3a, 4b; SL 1a)
- **Performance Assessment:** developing a narrative and participating in a debate (W 1, 2, 3a–e, 4, 5, 9a–b, 11; SL 1a–e, 3, 4, 6)

Additional Resources

Informational Text	Sample Instructional Supports
ESSAY from <i>Walden</i> by Henry David Thoreau	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 216 • Analyzing the Text TE 218 • Guiding Questions OTR • Determine Central Ideas: Summarize TE 220A • IWB Lesson: Author’s Purpose and Perspective OTR

Informational Text	Sample Instructional Supports
ESSAY “Growing Up Asian in America” by Kesaya E. Noda	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 194 • Analyzing the Text TE 196 • Guiding Questions OTR • Determine Author’s Purpose TE 198A • Level Up Tutorial: Scope and Treatment OTR

Informational Text	Sample Instructional Supports
ESSAY CLOSE READER “Spoiling Walden: Or, How I Learned to Stop Worrying and Love Cape Wind” by David Gessner	<ul style="list-style-type: none"> • Short Response TE 233H • Dig Deeper TE 233H • Level Up Tutorial: Analyzing Arguments OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON <ul style="list-style-type: none"> • Conducting Research • Evaluating Sources 	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Conduct Research, Evaluate Sources

Literary Text	Sample Instructional Supports
SHORT STORY “The Minister’s Black Veil” by Nathaniel Hawthorne	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 246 • Analyzing the Text TE 247 • Guiding Questions OTR • Analyze Structure: Suspense and Ambiguity TE 248A • Level Up Tutorial: Suspense and Foreshadowing OTR

Performance Assessment Practice
Literary Analysis: Performance Assessment book pp. 73–108

Mid-February through March

Collection 4

A New Birth of Freedom

How did the granting (or denial) of rights and freedoms evolve after the Civil War?

In this collection, students will explore the theme “A New Birth of Freedom,” examining topics such as how African Americans and women gained new freedoms after the Civil War.



Core Lessons

Informational Text	Sample Instructional Supports
SPEECH ANCHOR TEXT “Second Inaugural Address” by Abraham Lincoln	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 280 • Analyzing the Text TE 282 • Guiding Questions OTR • Evaluate Seminal Texts: Premises, Purposes, and Arguments TE 284A

Informational Text	Sample Instructional Supports
SPEECH “What to the Slave is the Fourth of July?” by Frederick Douglass	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 290 • Analyzing the Text TE 292 • Guiding Questions OTR • Analyze Author’s Point of View TE 294A • Level Up Tutorial: Persuasive • Techniques OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
PUBLIC DOCUMENT “Declaration of Sentiments” by Elizabeth Cady Stanton	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 297 • Analyzing the Text TE 299 • Guiding Questions OTR • Determine Author’s Purpose TE 300A • IWB Lesson: Text Structure and Meaning OTR

Literary Text	Sample Instructional Supports
POEM “Runagate Runagate” by Robert Hayden	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 320 • Analyzing the Text TE 322 • Guiding Questions OTR • Analyze Structure: Rhythm and Meaning TE 322A • IWB Lesson: Poetry: Language and Form OTR

Informational Text	Sample Instructional Supports
PUBLIC DOCUMENT CLOSE READER from <i>The Iroquois Constitution</i> by Dekanawida	<ul style="list-style-type: none"> • Short Response TE 300E • Dig Deeper TE 300E • Level Up Tutorial: Primary and Secondary Sources OTR

Writing	Sample Instructional Supports
Writing an Argument	See corresponding unit on the NYC Writing Scope and Sequence.

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Presenting a persuasive speech that incorporates rhetorical and literary devices **TE 323**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** evaluating a seminal U.S. speech and analyzing its arguments; analyzing how point of view, rhetoric, style, and structure contribute to persuasiveness and support claims; analyzing a narrative history; integrating and evaluating documentary information; analyzing allusions, rhythm, and structure in a free verse poem (RI 2, 4, 5, 6, 10; RI 1, 1a, 2, 3, 4, 5, 6, 7, 8, 9, 9a, 10; L 2, 3a, 4a–d; SL 1a–e, 2, 3, 4)
- **Response Writing:** responding through discussion, outline and summary, comparison, debate, and an essay (RI 4, 6, 8; W 2, 2b, 4, 7, 8, 9; SL 1, 1a, 2, 3, 4)
- **Writing, Listening, and Speaking:** using textual evidence, using media in a presentation, participating in collaborative discussions (W 2, 4, 7, 8; SL 1, 1a, 2, 3, 4, 5)
- **Conventions:** using balanced sentences, rhetorical devices, and avoiding misplaced modifiers (L 3a)
- **Performance Assessment:** developing a persuasive speech (W 1a–e, 9a–b; SL 4)

Additional Resources

Informational Text	Sample Instructional Supports
HISTORY WRITING “Building the Transcontinental Railroad” by Iris Chang	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 310 • Analyzing the Text TE 312 • Guiding Questions OTR • Author’s Purpose: Tone and Style TE 314A • IWB Lesson: Synthesizing Information OTR

Informational Text	Sample Instructional Supports
NEWSPAPER ARTICLE CLOSE READER “Bonding Over a Mascot” by Joe Lapointe	<ul style="list-style-type: none"> • Short Response TE 314F • Dig Deeper TE 314G • Level Up Tutorial: Tone OTR

Informational Text	Sample Instructional Supports
DOCUMENTARY <i>The 54th Massachusetts</i>	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 315 • Analyzing the Media TE 316 • Guiding Questions OTR • Integrate and Evaluate Information TE 316A • Level Up Tutorial: Evaluating Credibility OTR

Informational Text	Sample Instructional Supports
LEGAL DOCUMENT CLOSE READER “The Emancipation Proclamation” by Abraham Lincoln	<ul style="list-style-type: none"> • Short Response TE 284E • Dig Deeper TE 284E • IWB Lesson: Author’s Purpose and Perspective OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Using Textual Evidence	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Textual Evidence

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Using Media in a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Media in a Presentation

Performance Assessment Practice
Mixed Practice: Performance Assessment book pp. 109–138

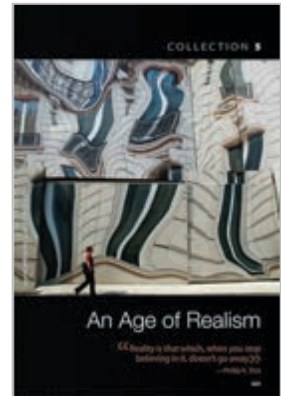
April through Mid-May

Collection 5

An Age of Realism

How did American society change after the Civil War?

In this collection, students will explore the theme “An Age of Realism,” examining topics such as industrialization, rapid urban growth, and social change in post-Civil War America.



Core Lessons

Literary Text	Sample Instructional Supports
SHORT STORY ANCHOR TEXT “To Build a Fire” by Jack London	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 346 • Analyzing the Text TE 348 • Guiding Questions OTR • Analyze Structure: Realism and Naturalism TE 350A • IWB Lesson: Setting and Mood OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
POEM CLOSE READER “Ode to a Large Tuna in the Market” by Pablo Neruda	<ul style="list-style-type: none"> • Short Response TE 404E • Dig Deeper TE 404E • IWB Lesson: Figurative Language and Imagery OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Story of an Hour” by Kate Chopin	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 397 • Analyzing the Text TE 399 • Guiding Questions OTR • Analyzing Author’s Point of View: Irony TE 400A

Informational/Literary Text	Sample Instructional Supports
NOVEL from <i>The Jungle</i> by Upton Sinclair CONNECTED TEXT INVESTIGATIVE JOURNALISM “Food Product Design” by Eric Schlosser	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 355, 368 • Analyzing the Text TE 357, 370, 372 • Guiding Questions OTR • Determine Author’s Purpose TE 372A • IWB Lesson: Comparing Texts OTR

Informational Text	Sample Instructional Supports
ESSAY “Genesis of the Tenement” by Jacob Riis CONNECTED TEXTS IMAGE COLLECTION Tenement Photos by Jacob Riis REPORT Child Mortality Rates DOCUMENTARY <i>AMERICA The Story of Us</i> : Jacob Riis	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 388, 389, 390, 392 • Analyzing the Text and Media TE 394 • Guiding Questions OTR • Integrate and Evaluate Information TE 394A • IWB Lesson: Synthesizing Information OTR

Writing	Sample Instructional Supports
Writing a Literary Analysis	See corresponding unit on the NYC Writing Scope and Sequence.

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE** or **PRINT**
- **Performance Task:** Writing an analytical essay about themes and central ideas in the collection **TE 405**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** determining themes; understanding realism and naturalism; determining author's purpose and analyzing author's choices; understanding satire; analyzing diction, imagery, and symbols; integrating information from text, photos, tables, and video (RL 1, 2, 3, 4, 5, 6, 10, 11, 11a, 11b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 9a, 10; L 2, 3a, 4b, 4c; SL 3, 4)
- **Response Writing:** responding through narrative, news articles, debate, lecture, essay, discussion, and description (W 2, 3, 3f, 4, 5, 7, 7a, 8, 11, 11a–d; SL 3, 4)
- **Writing, Listening, and Speaking:** writing a narrative, using technology, participating in collaborative discussions (W 3, 4, 7, 7a, 8; SL 1a, 4)
- **Conventions:** using consistent tone, dashes, anaphora and parallelism (L 2, 3a)
- **Performance Assessment:** developing an analytical essay (W 2a–f, 9a–b)

Additional Resources

Literary Text	Sample Instructional Supports	Informational Text	Sample Instructional Supports
SHORT STORY “The Lowest Animal” by Mark Twain	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 378 • Analyzing the Text TE 380 • Guiding Questions OTR • Analyze Author’s Purpose TE 382A • IWB Lesson: Irony and Satire OTR 	SCIENCE WRITING CLOSE READER “The Yuckiest Food in the Amazon” by Mary Roach	<ul style="list-style-type: none"> • Short Response TE 372G • Dig Deeper TE 372G • IWB Lesson: Author’s Purpose and Perspective OTR
Literary Text	Sample Instructional Supports	Writing	Sample Instructional Supports
SHORT STORY CLOSE READER “A Journey” by Edith Wharton	<ul style="list-style-type: none"> • Short Response TE 400 • Dig Deeper TE 400K • Level Up Tutorial: Inferences About Characters OTR 	INTERACTIVE LESSON Writing a Narrative	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write a Narrative
Literary Text	Sample Instructional Supports	Speaking & Listening	Sample Instructional Supports
POEM “The Fish” by Elizabeth Bishop	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 403 • Analyzing the Text TE 404 • Guiding Questions OTR • Analyze Structure: Symbol TE 404A • IWB Lesson: Poetry: Language and Form OTR 	INTERACTIVE LESSON Producing and Publishing with Technology	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Produce and Publish with Technology
Literary Text	Sample Instructional Supports		
SHORT STORY CLOSE READER “The Men in the Storm” by Stephen Crane	<ul style="list-style-type: none"> • Short Response TE 350H • Dig Deeper TE 350I • Level Up Tutorial: Imagery OTR 		

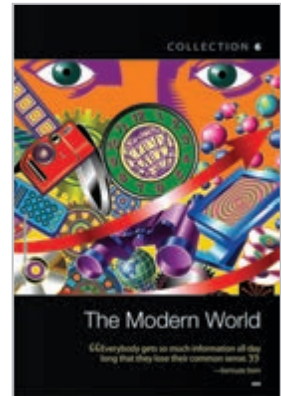
Mid-May through June

Collection 6

The Modern World

How have Americans responded to modern life in a globally connected world?

In this collection, students will explore the theme “The Modern World,” examining topics such as how Americans have responded to modern life, globalization, and the information age.



Core Lessons

Literary Text	Sample Instructional Supports
SHORT STORY ANCHOR TEXT “Winter Dreams” by F. Scott Fitzgerald	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 433 • Analyzing the Text TE 435 • Guiding Questions OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
POEMS Poems of the Harlem Renaissance” by Jean Toomer, Countee Cullen, and Arna Bontemps	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 442 • Analyzing the Text TE 444 • Guiding Questions OTR

Informational/ Literary Text	Sample Instructional Supports
ESSAY CLOSE READER “How it Feels to be Colored Me” by Zora Neale Hurston	<ul style="list-style-type: none"> • Short Response TE 444G • Dig Deeper TE 444G • IWB Lesson: Historical and Cultural Context OTR
POEM CLOSE READER “The Weary Blues” by Langston Hughes	

Literary Text	Sample Instructional Supports
DRAMA ANCHOR TEXT from <i>The Crucible</i> by Arthur Miller	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 485, 503, 525, 539, 543, 546 • Analyzing the Text and Media TE 486, 504, 526, 541, 544, 547, 548 • Guiding Questions OTR • Analyze Drama Elements TE 542A • Compare Multiple Interpretations of a Drama TE 548A
CONNECTED MEDIA AUDIO EXCERPT, PRODUCTION IMAGES Media Versions of <i>The Crucible</i>	

Literary Text	Sample Instructional Supports
DRAMA CLOSE READER from <i>The Crucible</i> by Arthur Miller	<ul style="list-style-type: none"> • Short Response TE 542N • Dig Deeper TE 542O

Informational Text	Sample Instructional Supports
ARGUMENT “The Ends of the World as We Know Them” by Jared Diamond	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 593 • Analyzing the Text TE 594 • Guiding Questions OTR • Draw Conclusions TE 596A • IWB Lesson: Text Structure and Meaning OTR

Writing	Sample Instructional Supports
Writing an Argument	<ul style="list-style-type: none"> • Teacher Support TE 601 • Rubric TE 604

Unit Assessment

- **Collection Test:** Analyzing Texts [ONLINE](#) or [PRINT](#)
- **Performance Task:** Writing a persuasive argument about what it means to be [TE 601](#)
- **Performance Task:** Participating in a panel discussion about information [TE 605](#)

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing character motivations, comparing multiple works from a time period, analyzing structure and language of poetry, analyzing elements of drama, analyzing audio and film stills, analyzing author's point of view, analyzing a work of science fiction, understanding a complex argument, evaluating a Supreme Court ruling (RL 1, 2, 3, 4, 5, 7, 9, 10, 11, 11a, 11b; RI 1, 1a, 2, 3, 4, 5, 6, 7, 8, 10; L 1b, 3, 3a, 4a–c, 5a, 5b, 6; SL 4)
- **Response Writing:** responding through a letter, essay, interview summary, discussion, presentation, analysis, essay, diagram, captions, research report, and summary (RL 3, 5; W 1, 2, 2a, 2b, 3a, 4, 7, 7a, 8, 10, 11a–c; SL 1, 1a, 1e, 3, 4, 5)
- **Writing, Listening, and Speaking:** participating in reader's theater, engaging in a debate, writing informative texts, giving a presentation, participating in collaborative discussions (W 2, 7, 7a, 8; SL 1, 1a, 1e, 5)
- **Conventions:** using effective sentences, informal style, dialogue, comparing writers' styles, informative writing (W 2b, 3d; L 3, 3a, 4, 4c)
- **Performance Assessment:** developing an argument, and participating in a panel discussion (W 1a–e, 4, 5, 7, 8, 9a–b)

Additional Resources

Literary Text	Sample Instructional Supports
POEMS "Mending Wall" "The Death of the Hired Man" by Robert Frost	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 452 • Analyzing the Text TE 454 • Guiding Questions OTR • Analyze Structure: Narrative Poem TE 455A • IWB Lesson: Plot and Conflict OTR

Informational Text	Sample Instructional Supports
OPINION AND DISSENTS <i>Tinker v. Des Moines Independent Community School District</i> Supreme Court of the United States	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 564 • Analyzing the Text TE 566 • Guiding Questions OTR • Make Inferences TE 568A • IWB Lesson: Evaluating Arguments OTR

Informational Text	Sample Instructional Supports
SCIENCE ESSAY "The Coming Merging of Mind and Machine"	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 577 • Analyzing the Text TE 579 • Guiding Questions OTR • Analyze Author's Point of View TE 580A • IWB Lesson: Author's Purpose and Perspective OTR

Informational Text	Sample Instructional Supports
ESSAY CLOSE READER Science, Guided by Ethics"	<ul style="list-style-type: none"> • Short Response TE 580F • Dig Deeper TE 580G • Level Up Tutorial: Persuasive Techniques OTR

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER "Ambush" by Tim O'Brien	<ul style="list-style-type: none"> • Short Response TE 437F • Dig Deeper TE 437F • Level Up Tutorial: Character Motivation OTR

Literary Text	Sample Instructional Supports
SHORT STORY "Reality Check" by David Brin	<ul style="list-style-type: none"> • Analyzing the Text TE 585 • Guiding Questions OTR • Analyze Story Elements: Science Fiction TE 586A • IWB Lesson: Word Choice and Tone OTR

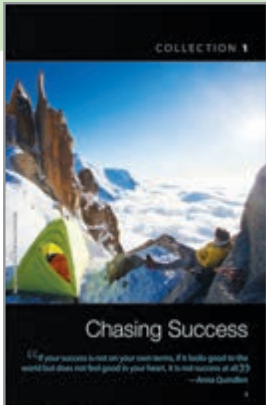

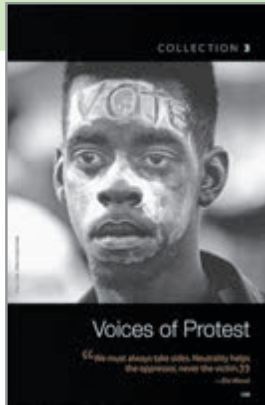
Literary Text	Sample Instructional Supports
POEM "The Universe as Primal Scream" by Tracy K. Smith	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 598 • Analyzing the Text TE 600 • Guiding Questions OTR • Analyze Language TE 600B

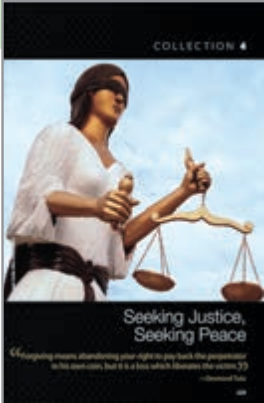
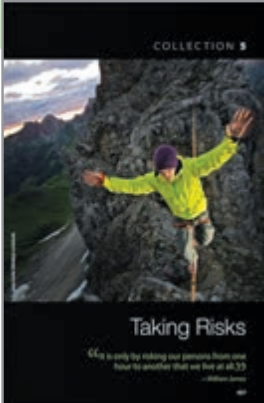

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Informative Texts	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Informative Text

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Giving a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Give a Presentation

Year at a Glance

Grade 12 English Language Arts

Collection 1 Chasing Success	Collection 2 Gender Roles	Collection 3 Voices of Protest
SEPT – OCT	NOV – DEC	JAN – MID FEB
What is success, and what will people sacrifice to achieve it?	How are gender roles defined by tradition but challenged by new ideas and individual actions?	How do people respond to injustice and promote change?
<p>Key Objectives:</p> <ul style="list-style-type: none"> determining the central ideas and structure of an informational text making inferences and supporting them with text evidence analyzing the impact of word choice, tone, conflict, and symbolism analyzing multiple genres of texts in both fiction and nonfiction, including interpretations in different mediums applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Debate an Issue Write a Compare-Contrast Essay 	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing the impact of authors' choices, including text structure, point of view, setting, and figurative language making connections between information presented in different mediums using text details to support conclusions, identify central ideas, summarize, and integrate information analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Write an Informative Essay Participate in a Group Discussion 	<p>Key Objectives:</p> <ul style="list-style-type: none"> delineating and evaluating arguments in foundational documents supporting inferences with text evidence analyzing the impact of word choice and text structure to convey meaning and reveal the author's perspective analyzing multiple genres of texts in both fiction and nonfiction, including photojournalism applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Participate in a Group Discussion Write a Satire
 <p>COLLECTION 1</p> <p>Chasing Success</p> <p><i>"If your success is not on your own terms, it is better good to the world but does not feel good in your heart. It is not success at all."</i> —Anna Quindlen</p>	 <p>COLLECTION 2</p> <p>Gender Roles</p> <p><i>"Like it or not, today we are all pioneers. . . . The old rules are no longer reliable guides to mark out modern gender roles."</i> —Stephan Lee</p>	 <p>COLLECTION 3</p> <p>Voices of Protest</p> <p><i>"We must always take sides. Neutrality helps the oppressor, never the victim."</i> —Dr. Martin Luther King Jr.</p>

Collection 4 Seeking Justice, Seeking Peace	Collection 5 Taking Risks	Collection 6 Finding Ourselves in Nature
MID FEB – MARCH	APRIL – MID MAY	MID MAY – JUNE
Can revenge ever be effective in righting a wrong?	How does someone decide whether a risk is worth taking?	What can people learn about themselves by interacting with the natural world?
<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing the language and structure of drama and comparing various interpretations of the same drama analyzing the structure and meaning of informational texts and drawing conclusions from text evidence interpreting figurative language, point of view, and irony in literary texts analyzing multiple genres of texts in both fiction and nonfiction, including film versions of drama applying language conventions in writing <p>Performance Tasks:</p> <ul style="list-style-type: none"> Write an Analytical Essay Write an Argument 	<p>Key Objectives:</p> <ul style="list-style-type: none"> analyzing the impact of setting and poetic devices identifying themes, including universal themes that appear across time and cultures analyzing arguments to determine author's purpose and evaluate the effectiveness of structure and language summarizing and drawing conclusions from informational text analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Task:</p> <p>Present a Speech</p>	<p>Key Objectives:</p> <ul style="list-style-type: none"> supporting inferences about central ideas, theme, and author's purpose with text evidence analyzing the impact of word choice, syntax, figurative language, poetic structure, cultural context, and story structure integrating and evaluating information in a documentary film analyzing multiple genres of texts in both fiction and nonfiction applying language conventions in writing <p>Performance Task:</p> <p>Write a Personal Narrative</p>
		

September through October

Collection 1

Chasing Success

What is success, and what will people sacrifice to achieve it?

In this collection, students will explore the theme “Chasing Success,” considering various definitions of success and the sacrifices people make to achieve their version of it.



Core Lessons

Informational Text	Sample Instructional Supports
ESSAY ANCHOR TEXT “Marita’s Bargain” by Malcolm Gladwell	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 14 • Analyzing the Text TE 16 • Guiding Questions OTR • Determine Central Ideas TE 18A

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
BOOK EXCERPT CLOSE READER “Kewauna’s Ambition” from <i>How Children Succeed</i> by Paul Tough	<ul style="list-style-type: none"> • Short Response TE 18E • Dig Deeper TE 18E • Level Up Tutorial: Main Idea and Supporting Details OTR

Literary Text	Sample Instructional Supports
NOVEL ANCHOR TEXT “A Walk to the Jetty” from <i>Annie John</i> by Jamaica Kincaid	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 42 • Analyzing the Text TE 44 • Guiding Questions OTR • Analyze: Tone TE 46A • IWB Lesson: Word Choice and Tone OTR

Literary Text	Sample Instructional Supports
DRAMA <i>Ile</i> by Eugene O’Neill	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 59 • Analyzing the Text TE 61 • Guiding Questions OTR • Analyze Drama Elements: Symbol TE 62A • IWB Lesson: Plot and Conflict OTR • Level Up Tutorial: Symbol and Allegory OTR

Literary Text	Sample Instructional Supports
OPERA <i>Ile</i> by Ezra Donner	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 63, 65 • Analyzing the Text and Media TE 64, 66 • Guiding Questions OTR • Analyze Interpretations of Drama TE 66B
CONNECTED SELECTION PRODUCTION IMAGE <i>Ile</i> Mystic Seaport Theater	

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Blended Genre Writing • Debating an Issue 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 67

*OTR Online Teacher Resources

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Debating an issue using evidence from collection texts to support a claim **TE 67**
- **Performance Task:** Writing an essay that compares and contrasts characters’ experiences in collection texts **TE 71**

Key Objectives

- **Close Reading:** determining central ideas, integrating and evaluating information, analyzing impact of word choices, analyzing drama elements (including conflict and symbolism), interpreting drama in different mediums, supporting inferences with text evidence (RL 1, 2, 3, 4, 7, 7a, 10, 11; RI 1, 2, 4, 7, 10)
- **Response Writing:** responding through a diary entry, critical review, additional paragraphs for an article, letter, oral presentation, critique, and set design (W 1c, 3a, 3d, 4; SL 1a, 6)
- **Writing, Listening, and Speaking:** understanding the writing process, participating in collaborative discussions (W 4, 5; SL 1a–e, 6)
- **Conventions:** using subject-verb agreement, participles and participial phrases, dashes, and dialect (L 1, 1a, 2, 3)
- **Performance Assessment:** engaging in a debate and developing a compare-contrast essay (W 2, 4, 5, 9; SL 1a–d, 3)

Additional Resources

Informational Text	Sample Instructional Supports
GRADUATION SPEECH “Don’t Eat Fortune’s Cookie” by Michael Lewis	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 19 • Analyzing the Media TE 20 • Guiding Questions OTR • Making Inferences TE 20A • IWB Lesson: Making Inferences OTR

Informational Text	Sample Instructional Supports
OP-ED CLOSE READER “A Right to Choose Single-Sex Education” by Kay Bailey-Hutchinson and Barbara Mikulski	<ul style="list-style-type: none"> • Short Response TE 20E • Dig Deeper TE 20E • Level Up Tutorial: Making Inferences OTR

Informational Text	Sample Instructional Supports
SCIENCE ARTICLE “The Secret to Raising Smart Kids” by Carol S. Dweck	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 26 • Analyzing the Text TE 28 • Guiding Questions OTR • Analyze Structure: Argument TE 30A • Level Up Tutorial: Analyzing Arguments OTR

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “Next Term, We’ll Mash You” by Penelope Lively	<ul style="list-style-type: none"> • Short Response TE 46F • Dig Deeper TE 46G • IWB Lesson: Citing Textual Evidence OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing as a Process	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Apply the Writing Process

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Participating in Collaborative Discussions	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Participate in a Collaborative Discussion

Performance Assessment Practice
Argumentative Essay: Performance Assessment book pp. 1–37

November through December

Collection 2

Gender Roles

How are gender roles defined by tradition but challenged by new ideas and individual actions?

In this collection, students will consider the theme of “Gender Roles,” analyzing traditional ideas and also exploring ways in which individual men and women redefine gender roles to fit their own lives.



Core Lessons

Literary Text	Sample Instructional Supports
NARRATIVE POEM ANCHOR TEXT “The Wife of Bath’s Tale” from <i>The Canterbury Tales</i> by Geoffrey Chaucer	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 88 • Analyzing the Text TE 90 • Guiding Questions OTR • Analyze Story Elements: Narrator TE 92A • Level Up Tutorial: Narrator and Speaker OTR

Literary Text	Sample Instructional Supports
POEM “My Father’s Sadness” by Shirley Geok-lin Lim	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 110 • Analyzing the Text TE 111 • Guiding Questions OTR • Determine Figurative Meanings TE 112A • IWB Lesson: Figurative Language and Imagery OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
ESSAY ANCHOR TEXT “The Men We Carry in Our Minds” by Scott Russell Sanders	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 136 • Analyzing the Text TE 138 • Guiding Questions OTR • Determine Central Ideas TE 140A

Literary Text	Sample Instructional Supports
SHORT STORY “Mallam Sile” by Mohammed Naseehu Ali	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 104 • Analyzing the Text TE 106 • Guiding Questions OTR • Support Inferences: Draw Conclusions TE 108A • IWB Lesson: Role of Setting OTR

Informational Text	Sample Instructional Supports
ESSAY CLOSE READER from <i>Pink Think</i> by Lynn Peril	<ul style="list-style-type: none"> • Short Response TE 140E • Dig Deeper TE 140E • IWB Lesson: Author’s Purpose and Perspective OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Narrative Nonfiction • Participating in a Group Discussion 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 145

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an informative essay that synthesizes evidence from collection texts **TE 141**
- **Performance Task:** Participating in a group discussion based on ideas and information from collection texts **TE 145**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing narrator, frame-story structure, and setting; using text evidence to make inferences and draw conclusions; determining figurative meanings; analyzing counterarguments and rhetorical devices; summarizing; integrating and evaluating information; analyzing author's point of view and central ideas (RL 1, 2, 3, 4, 5, 10; RI 1, 2, 4, 5, 6, 7, 10; SL 2; L 5a)
- **Response Writing:** responding through character analysis, description, oral interpretation, oral presentation, news video, and debate (W 1, 3d, 4, 10; SL 1, 2, 3, 4, 5, 6)
- **Writing, Listening, and Speaking:** writing an argument, analyzing and evaluating presentations, participating in collaborative discussions (W 1a–e, 4, 9; SL 1a–e, 3, 6)
- **Conventions:** using inverted sentences, adjectives and adverbs, alliteration and consonance, sentence structure, and syntax (L 1, 3, 3a)
- **Performance Assessment:** developing an informative essay and participating in a group discussion (W 2a–f, 4, 5, 9; SL 1a–e, 4)

Additional Resources

Literary Text	Sample Instructional Supports
NARRATIVE POEM CLOSE READER “The Pardoner’s Tale” from <i>The Canterbury Tales</i> by Geoffrey Chaucer	<ul style="list-style-type: none"> • Short Response TE 92J • Dig Deeper TE 92K • IWB Lesson: Citing Textual Evidence OTR

Informational Text	Sample Instructional Supports
POLITICAL ARGUMENT from “A Vindication of the Rights of Woman” by Mary Wollstonecraft	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 118 • Analyzing the Text TE 120 • Guiding Questions OTR • Analyze Structure: Counterargument TE 122A • Level Up Tutorial: Analyzing Arguments OTR

Informational Text	Sample Instructional Supports
ONLINE ARTICLE “In a Scattered Protest, Saudi Women Take the Wheel” by Neil MacFarquhar, Dina Salah Amer CONNECTED SELECTION NEWS VIDEO “Saudi Women Defy Driving Ban”	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 126, 128 • Analyzing the Media TE 127, 129 • Guiding Questions OTR • Integrate and Evaluate Information TE 130A • Level Up Tutorial: Summarizing OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Arguments	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Argument

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Analyzing and Evaluating Presentations	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Analyze and Evaluate a Presentation

Performance Assessment Practice
Informative Essay: Performance Assessment book pp. 39–74

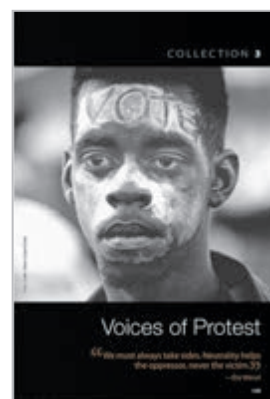
January through Mid-February

Collection 3

Voices of Protest

How do people respond to injustice and promote change?

In this collection, students will explore the theme “Voices of Protest,” analyzing how people through the centuries have responded to political oppression, hunger, pollution, and other forms of injustice.



Core Lessons

Informational Text	Sample Instructional Supports
SPEECH ANCHOR TEXT “Speech on the Vietnam War, 1967” by Martin Luther King, Jr.	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 164 • Analyzing the Text TE 166 • Guiding Questions OTR • Delineate and Evaluate an Argument: Inductive Reasoning TE 168A • IWB Lesson: Evaluating Arguments OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<i>Mini-Lessons for Literature Circles</i> by Harvey Daniels

Informational Text	Sample Instructional Supports
ESSAY “The Clan of One-Breasted Women” by Terry Tempest Williams	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 194 • Analyzing the Text TE 196 • Guiding Questions OTR • Analyze Ideas and Events: Cause and Effect TE 198A • Level Up Tutorial: Cause-and-Effect Organization OTR

Informational Text	Sample Instructional Supports
SATIRE ANCHOR TEXT “A Modest Proposal” by Jonathan Swift	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 208 • Analyzing the Text TE 210 • Guiding Questions OTR • Analyze Author’s Point of View: Satire TE 212A

Informational Text	Sample Instructional Supports
SATIRE CLOSE READER “Who Speaks for the 1%?” by Joel Klein	<ul style="list-style-type: none"> • Short Response TE 212E • Dig Deeper TE 212E • IWB Lesson: Author’s Purpose and Perspective OTR

Literary Text	Sample Instructional Supports
POEM “Imagine the Angels of Bread” by Martín Espada	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 219 • Analyzing the Text TE 220 • Guiding Questions OTR • Analyze Word Choice: Tone TE 220A • IWB Lesson: Word Choice and Tone OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Participating in a Group Discussion • Writing a Satire 	<ul style="list-style-type: none"> • Teacher Support TE 221, 225 • Rubrics TE 224, 228

Unit Assessment

- **Collection Test:** Analyzing Texts [ONLINE](#) or [PRINT](#)
- **Performance Task:** Participating in a group discussion that synthesizes ideas from several texts [TE 221](#)
- **Performance Task:** Writing a satire modeled on techniques used in a collection text [TE 225](#)

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** delineating and evaluating arguments, analyzing word choice and its impact on meaning and tone, analyzing foundational documents, analyzing cause and effect and citing text evidence, analyzing satire, integrating and evaluating information, analyzing tone (RL 1, 4, 6; RI 1, 3, 4, 5, 6, 7, 8, 9, 10; L 5b)
- **Response Writing:** responding through a review, letter, research report, role play, multimedia report, context guide, photo essay, and a poem (RI 7; W 2b, 4, 7, 8, 9, 9b, 10; SL 1a, 4, 5)
- **Writing, Listening, and Speaking:** conducting research, evaluating sources, participating in collaborative discussions (RI 7; W 7, 8, 9a; SL 1a–e, 6)
- **Conventions:** using imperative mood, combining sentences, gerunds and gerund phrases, and active and passive voice (L 1, 3, 3a)
- **Performance Assessment:** participating in a group discussion and developing a satire (W 1, 4, 5, 9; SL 1a–e, 4)

Additional Resources

Informational Text	Sample Instructional Supports
SPEECH CLOSE READER “People and Peace, Not Profits and War” by Shirley Chisholm	<ul style="list-style-type: none"> • Short Response TE 168F • Dig Deeper TE 168G • Level Up Tutorial: Analyzing Arguments OTR

Informational Text	Sample Instructional Supports
ESSAY from “The Crisis” by Thomas Paine	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 173, 182 • Analyzing the Text TE 175, 184 • Guiding Questions OTR
CONNECTED SELECTION ESSAY from “Civil Disobedience” by Henry David Thoreau	<ul style="list-style-type: none"> • Delineate and Evaluate an Argument TE 186A • IWB Lesson: Evaluating Arguments OTR

Informational Text	Sample Instructional Supports
PHOTOJOURNALISM “Third World America” by Alison Wright	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 215 • Analyzing the Media TE 216 • Guiding Questions OTR • Integrate and Evaluate Information TE 216A

Literary Text	Sample Instructional Supports
POEM CLOSE READER “Elsewhere” by Derek Walcott	<ul style="list-style-type: none"> • Short Response TE 220E • Dig Deeper TE 220E • Level Up Tutorial: Tone OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSONS <ul style="list-style-type: none"> • Conducting Research • Evaluating Sources 	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompts: Conduct Research, Evaluate Sources

Performance Assessment Practice
Literary Analysis: Performance Assessment book pp. 75–110

Mid-February through March

Collection 4

Seeking Justice, Seeking Peace

Can revenge ever be effective in righting a wrong?

In this collection, students will explore the theme “Seeking Justice, Seeking Peace,” examining the effect of revenge on people’s lives and weighing the alternatives.



Core Lessons

Literary Text	Sample Instructional Supports
DRAMA ANCHOR TEXT <i>The Tragedy of Hamlet</i> by William Shakespeare	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 353 • Analyzing the Text Questions TE 262, 283, 310, 332, 355 • Guiding Questions OTR • Analyze Structure: Conflict TE 356A • IWB Lesson: Plot and Conflict OTR

Informational Text	Sample Instructional Supports
FEATURE ARTICLE ANCHOR TEXT “Blocking the Transmission of Violence” by Alex Kotlowitz	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 390 • Analyzing the Text Questions TE 392 • Guiding Questions OTR • Support Inferences: Draw Conclusions TE 394A • Level Up Tutorial: Drawing Conclusions OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
POEM “Hatred” by Wisława Szymborska	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 396 • Analyzing the Text Questions TE 397 • Guiding Questions OTR • Determine Figurative Meanings: Personification TE 398B • IWB Lesson: Figurative Language and Imagery OTR

Literary Text	Sample Instructional Supports
DRAMA CLOSE READER from <i>The Tragedy of Hamlet</i> by William Shakespeare	<ul style="list-style-type: none"> • Short Response TE 356M • Dig Deeper TE 356M • Level Up Tutorial: Conflict OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Write a Literary Analysis • Writing an Argument 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 403

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing an analytical essay that synthesizes ideas from several collection texts **TE 399**
- **Performance Task:** Writing an argument citing evidence from several texts to support a claim **TE 403**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing the language and structure of a play; analyzing multiple interpretations of a play; analyzing an argument; analyzing author's word choice, text structure, and point of view; determining the meaning of figurative language (RL 1, 2, 3, 4, 5, 6, 7, 11; RI 1, 2, 3, 5, 6)
- **Response Writing:** responding through an analysis, discussion notes, performance, journal entry, funeral speech, trailer, argument, discussion summary, and a comparison (RL 2, 6; W 1, 3d, 4, 10; SL 1, 1a, 5, 6)
- **Writing, Listening, and Speaking:** using textual evidence, using media in a presentation, participating in a collaborative discussion (RL 1; RI 1; W 1b, 2b, 4, 8, 9; SL 1a–e, 5, 6)
- **Conventions:** using paradox, varying syntax for effect, direct and indirect quotations, repetition and parallelism (L 2, 3, 3a, 5a)
- **Performance Assessment:** developing an analytical essay and an argument (W 1a–e, 2a–f, 4, 5, 9a–b, 11)

Additional Resources

Literary Text	Sample Instructional Supports	Informational Text	Sample Instructional Supports
FILM VERSION from <i>Hamlet</i> (1980) BBC Shakespeare, directed by Rodney Bennett CONNECTED SELECTION FILM VERSION from <i>Hamlet</i> (2009) BBC Shakespeare, directed by Gregory Doran	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 358 • Analyzing the Text and Media Questions TE 360 • Guiding Questions OTR • Analyze Interpretations of Drama TE 360A • Level Up Tutorial: Elements of Drama OTR 	SPEECH CLOSE READER “Nobel Peace Prize Acceptance Speech” by Wangari Maathai	<ul style="list-style-type: none"> • Short Response TE 394H • Dig Deeper TE 394I • IWB Lesson: Text Structure and Meaning OTR
Informational Text	Sample Instructional Supports	Writing	Sample Instructional Supports
LITERARY CRITICISM “Hamlet’s Dull Revenge” by René Girard	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 365 • Analyzing the Text Questions TE 367 • Guiding Questions OTR • Analyze Structure TE 368A • Level Up Tutorial: Analyzing Arguments OTR 	INTERACTIVE LESSON Using Textual Evidence	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Textual Evidence
Literary Text	Sample Instructional Supports	Speaking & Listening	Sample Instructional Supports
SHORT STORY “Tell Them Not to Kill Me!” by Juan Rulfo	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 375 • Analyzing the Text Questions TE 377 • Guiding Questions OTR • Analyze Structure TE 378A • Level Up Tutorial: Plot: Sequence of Events OTR 	INTERACTIVE LESSON Using Media in a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Use Media in a Presentation
Performance Assessment Practice Mixed Practice: Performance Assessment book pp. 111–140			

April through Mid-May

Collection 5

Taking Risks

How does someone decide whether a risk is worth taking?

In this collection, students will explore the theme “Taking Risks,” considering various kinds of risks and why people take them.



Core Lessons

Literary Text	Sample Instructional Supports
EPIC POEM ANCHOR TEXT from <i>Beowulf</i> by The Beowulf Poet, translated by Burton Raffel	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 424 • Analyzing the Text TE 426 • Guiding Questions OTR • Analyze Story Elements: Characteristics of an Epic TE 428A • IWB Lesson: Theme/Central Idea OTR

Informational Text	Sample Instructional Supports
SCIENCE ARTICLE “The Mosquito Solution” by Michael Specter	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 467 • Analyzing the Text TE 469 • Guiding Questions OTR • Summarizing the Text TE 470A • IWB Lesson: Summarizing Text OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Informational Text	Sample Instructional Supports
SCIENCE WRITING CLOSE READER “Are Genetically Modified Foods Scary?” by Palome Reyes	<ul style="list-style-type: none"> • Short Response TE 470E • Dig Deeper TE 470E • Level Up Tutorial: Summarizing OTR

Literary Text	Sample Instructional Supports
SHORT STORY “The Deep” by Anthony Doerr	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 448 • Analyzing the Text TE 450 • Guiding Questions OTR • Analyze Story Elements: Setting TE 452A • IWB Lesson: Role of Setting OTR

Writing	Sample Instructional Supports
<ul style="list-style-type: none"> • Argument Writing • Presenting a Speech 	<ul style="list-style-type: none"> • See corresponding unit on the NYC Writing Scope and Sequence. • Teacher Support TE 471

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Presenting a speech that synthesizes ideas and evidence from several collection texts **TE 471**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing epic poetry, determining author's purpose, delineating and evaluating arguments, analyzing theme and setting, summarizing, making inferences, drawing conclusions (RL 1, 2, 3, 4, 11; RI 1, 2, 4, 6, 8)
- **Response Writing:** responding through a comparison, discussion notes, discussion summary, and an argument (W 1, 2; SL 1a, 1c, 2, 3)
- **Writing, Listening, and Speaking:** writing narratives, producing and publishing with technology, participating in collaborative discussions (W 3a–e, 4, 6, 11b, 11d; SL 1a–e, 6)
- **Conventions:** using mood and tone (RL 4; L 3)
- **Performance Assessment:** developing a speech (W 4, 5, 9a–b, 11; SL 4, 6)

Additional Resources

Literary Text	Sample Instructional Supports
EPIC POEM CLOSE READER from <i>Beowulf</i> by The Beowulf Poet, translated by Burton Raffel	<ul style="list-style-type: none"> • Short Response TE 428I • Dig Deeper TE 428I • IWB Lesson: Historical and Cultural Context OTR

Literary Text	Sample Instructional Supports
SHORT STORY CLOSE READER “Blackheart” by Mark Brazaitis	<ul style="list-style-type: none"> • Short Response TE 452H • Dig Deeper TE 452I • Level Up Tutorial: Theme OTR

Informational Text	Sample Instructional Supports
SPEECH “Explosion of the Space Shuttle Challenger: Address to the Nation” by Ronald Reagan	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 430 • Analyzing the Text TE 432 • Guiding Questions OTR • Delineate and Evaluate an Argument TE 432A • IWB Lesson: Evaluating Arguments OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSONS <ul style="list-style-type: none"> • Writing Narratives • Producing and Publishing with Technology 	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write a Narrative, Produce and Publish with Technology

Mid-May through June

Collection 6

Finding Ourselves in Nature

What can people learn about themselves by interacting with the natural world?

In this collection, students will explore the theme “Finding Ourselves in Nature,” analyzing how various writers describe encounters with nature and what we can learn from them.



Core Lessons

Informational Text	Sample Instructional Supports
ESSAY ANCHOR TEXT “Living Like Weasels” by Annie Dillard	<ul style="list-style-type: none"> • Close Read Screencasts ONLINE • Collaborative Discussion Activity TE 480 • Analyzing the Text TE 482 • Guiding Questions OTR • Analyze Word Choice: Tone TE 484A

Informational Text	Sample Instructional Supports
ESSAY “Dwellings” by Linda Hogan	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 497 • Analyzing the Text TE 499 • Guiding Questions OTR • Support Inferences TE 500A • IWB Lesson: Historical and Cultural Context OTR

Literature Circles	Sample Instructional Supports
Full-length books corresponding with the collection theme	<ul style="list-style-type: none"> • <i>Mini-Lessons for Literature Circles</i> by Harvey Daniels and Nancy Steineke • Introducing Literature Circles through Book Talks

Literary Text	Sample Instructional Supports
SHORT STORY “The Hermit’s Story” by Rick Bass	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 513 • Analyzing the Text TE 515 • Guiding Questions OTR • Analyze Structure: Frame Story TE 516B • Level Up Tutorial: Theme OTR

Literary Text	Sample Instructional Supports
MEMOIR CLOSE READER “Local Deer” by Louise Erdrich	<ul style="list-style-type: none"> • Short Response TE 484E • Dig Deeper TE 484E • Level Up Tutorial: Author’s Style OTR

Writing	Sample Instructional Supports
Writing a Personal Narrative	<ul style="list-style-type: none"> • Teacher Support TE 517 • Rubric TE 520

Literary Text	Sample Instructional Supports
POEM “Wild Peaches” by Elinor Wylie CONNECTED SELECTION POEM “Spring and All” by William Carlos Williams	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 488 • Analyzing the Text TE 490 • Guiding Questions OTR • Analyze Structure TE 490A

Unit Assessment

- **Collection Test:** Analyzing Texts **ONLINE or PRINT**
- **Performance Task:** Writing a personal narrative that compares personal experiences with those described in several collection texts **TE 517**

*OTR Online Teacher Resources

Key Objectives

- **Close Reading:** analyzing and discussing the impact of word choice, syntax, and other elements on author's purpose; understanding foundational literary works; analyzing poetic structure; integrating and evaluating information in a video; making inferences; identifying the effect of cultural context; determining themes; analyzing a frame structure (RL 1, 2, 4, 5, 9, 10, 11; RI 1, 4, 6, 7, 10; L 5a)
- **Response Writing:** responding through an essay, opinion, art analysis, comparison, and a discussion (W 3a, 3e, 9a, 11; SL 1a, 5)
- **Writing, Listening, and Speaking:** writing informative texts, giving a presentation, participating in collaborative discussions (W 2a–f, 4, 5; SL 1a–e, 4, 6)
- **Conventions:** using precise details, appositives, and appositive phrases (W 2d, 5; L 3)
- **Performance Assessment:** developing a personal narrative (W 3a–e, 4, 5, 9a–b)

Additional Resources

Literary Text	Sample Instructional Supports
POETRY CLOSE READER "Pastorals" by William Carlos Williams by Jennifer Chang	<ul style="list-style-type: none"> • Short Response TE 490E • Dig Deeper TE 490E • Level Up Tutorial: Elements of Poetry OTR

Informational Text	Sample Instructional Supports
DOCUMENTARY <i>Being Here: The Art of Dan Horgan</i> directed by Russ Spencer	<ul style="list-style-type: none"> • Collaborative Discussion Activity TE 491 • Analyzing the Media TE 492 • Guiding Questions OTR • Integrate and Evaluate Information TE 492A

Informational Text	Sample Instructional Supports
ESSAY CLOSE READER "Trees" by Baron Wormser	<ul style="list-style-type: none"> • Short Response TE 500F • Dig Deeper TE 500G • Level Up Tutorial: Making Inferences OTR

Writing	Sample Instructional Supports
INTERACTIVE LESSON Writing Informative Texts	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Write an Informative Text

Speaking & Listening	Sample Instructional Supports
INTERACTIVE LESSON Giving a Presentation	<ul style="list-style-type: none"> • Interactive Exercises INTERACTIVE ONLINE LESSONS • Online Prompt: Give a Presentation

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