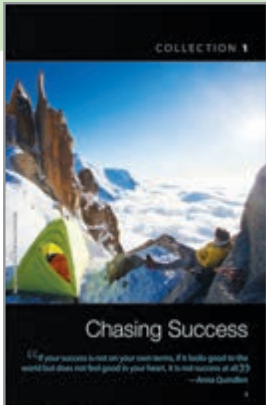

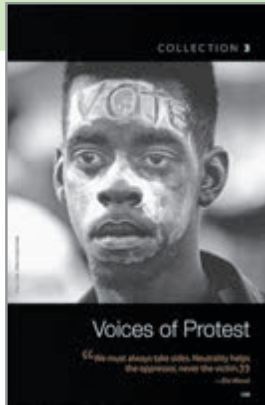
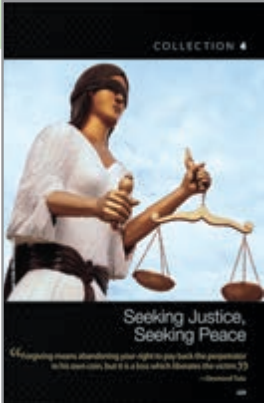
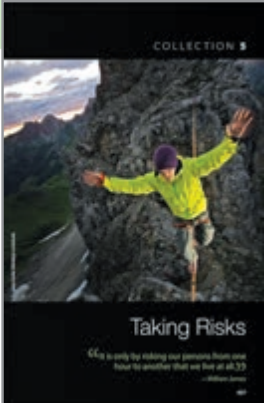



Year at a Glance

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
		

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>
		

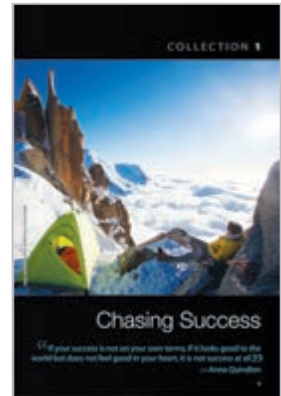
September through October

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

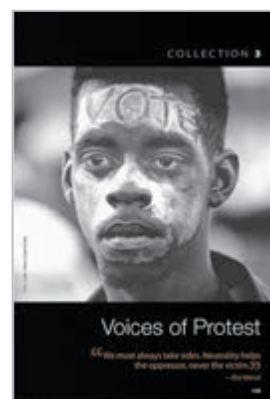
January through Mid-February

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