



collections

# Sample **Pacing** Guide

Grades 9–12



# collections

## Grades 9–12

### Sample Pacing Guide

Planning Template .....	1
Grade 9 Pacing Guide .....	2
Grade 10 Pacing Guide .....	9
Grade 11 Pacing Guide .....	16
Grade 12 Pacing Guide .....	24

# collections

## Collections Planning Template

Use the Quick Start Pacing Guide to determine the suggested number of days to dedicate to each text.

Pacing Guide: 4 Days	
First Read	<ul style="list-style-type: none"> <li>• Read Text</li> <li>• Collaborative Discussion</li> </ul>
Second Read	<ul style="list-style-type: none"> <li>• Text-Dependent Questions from Teacher's Edition</li> <li>• Analyze the Text Questions in Student Edition</li> <li>• Homework—Select two to three questions from Teacher's Edition and Student Edition</li> </ul>
Close Read Grammar Vocabulary	<ul style="list-style-type: none"> <li>• Close Read Screencast(s), Close Read Application</li> <li>• Language and Style application in Student Edition (if applicable)</li> <li>• Tier 2 Selection Vocabulary application in Student Edition</li> <li>• Homework—Grammar (English Workshop)</li> </ul>
Performance Task	<ul style="list-style-type: none"> <li>• Selection Performance Task</li> </ul>
Pacing Guide: 3 Days	
First Read Second Read	<ul style="list-style-type: none"> <li>• Read Text, Collaborative Discussion</li> <li>• Text-Dependent Questions from Teacher's Edition</li> <li>• Analyze the Text Questions in Student Edition</li> </ul>
Close Read Vocabulary	<ul style="list-style-type: none"> <li>• Close Read Screencast(s)</li> <li>• Close Read Application</li> <li>• Tier 2 Selection Vocabulary application in Student Edition</li> </ul>
Grammar Performance Task	<ul style="list-style-type: none"> <li>• Language and Style application in Student Edition (if applicable)</li> <li>• Selection Performance Task</li> <li>• Homework—Grammar (English Workshop)</li> </ul>
Pacing Guide: 2 Days	
First Read Second Read	<ul style="list-style-type: none"> <li>• Read Text, Collaborative Discussion</li> <li>• Text-Dependent Questions from Teacher's Edition</li> <li>• Analyze the Text Questions in Student Edition</li> </ul>
Grammar Vocabulary Performance Task	<ul style="list-style-type: none"> <li>• Language and Style application in Student Edition (if applicable)</li> <li>• Tier 2 Selection Vocabulary application in Student Edition</li> <li>• Selection Performance Task</li> </ul>

<b>Day 1</b>	<p><b>Launch the Collection</b></p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> <li>• Have students write two to three sentences about the image and quote</li> </ul> <p>Assign FYI</p> <ul style="list-style-type: none"> <li>• Assign each group a different article (print or digital)</li> <li>• Have them summarize the article in one to two sentences</li> <li>• Ask students to connect the article to personal life and cite text evidence (4–6 sentences)</li> <li>• Have students write a personal reflection (3 sentences)</li> </ul> <p>Preview Performance Task</p> <p>Preview Academic Vocabulary</p>
<b>Day 2</b>	<p><b><i>Quilt of a Country</i></b></p> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read the Background, page 3</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 6</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 9</li> </ul>
<b>Day 3</b>	<p><b><i>Quilt of a Country</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from the Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>• Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Text questions, page 8</li> </ul>
<b>Day 4</b>	<p><b><i>Quilt of a Country</i></b></p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> <li>• Page 7 (model highlighting and annotating)</li> </ul> <p>Watch Close Read Screencasts videos, pages 4 and 6</p> <ul style="list-style-type: none"> <li>• Assign Close Read Application             <ul style="list-style-type: none"> <li>○ Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Reread selection and create three test questions</li> </ul>

**Day 5**

***Quilt of a Country***

Discuss Vocabulary Strategy

- Patterns of Word Changes, page 9

Discuss Strategies for Annotation, page 9 (model highlighting and annotating)

- See Teacher Resources for additional resources

Discuss Language and Style

- Noun Clauses, page 10
- Review English Workshop, pages 149–150
  - Access via Teacher Resources > English Workshop > Student Edition > Chapter 15: The Clauses

<b>Day 6</b>	<p><b><i>Quilt of a Country</i></b></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> <li>• Page 10a</li> </ul> <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> <li>• Page 8</li> </ul>
<b>Day 7</b>	<p><b><i>Quilt of a Country</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 8</b>	<p><b><i>Making the Future Better, Together</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on Read, Reread, and Reread and Discuss questions</li> </ul> <p>Engage in discussion on Challenge and Support</p> <ul style="list-style-type: none"> <li>• Teacher’s Edition, pages 10f and 10g</li> </ul>
<b>Day 9</b>	<p><b><i>Once Upon a Time</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 16</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary and Vocabulary Strategy: Words from Latin, page 19</li> </ul>
<b>Day 10</b>	<p><b><i>Once Upon a Time</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Text questions, page 18</li> </ul>

<b>Day 11</b>	<p><b><i>Once Upon a Time</i></b></p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> <li>• Page 17 (model highlighting and annotating)</li> </ul> <p>Watch Close Read Screencasts videos, pages 11 and 14</p> <ul style="list-style-type: none"> <li>• Assign Close Read Application             <ul style="list-style-type: none"> <li>◦ Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Reread selection and create three test questions</li> </ul>
<b>Day 12</b>	<p><b><i>Once Upon a Time</i></b></p> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Prepositional Phrases, page 20</li> </ul> <p>Review English Workshop, pages 125–126</p> <ul style="list-style-type: none"> <li>• Access via Teacher Resources &gt; English Workshop &gt; Student Edition &gt; Chapter 14: The Phrase</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 18</li> </ul>
<b>Day 13</b>	<p><b><i>Once Upon a Time</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 14</b>	<p><b><i>Night Calls</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Engage in discussion on Challenge and Support in Teacher’s Edition, pages 20h and 20i</li> </ul>
<b>Day 15</b>	<p><b><i>Rituals of Memory</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 24</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 26</li> </ul>

<b>Day 16</b>	<p><b><i>Rituals of Memory</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>• Discuss Strategies for Annotation, pages 24 and 26</li> </ul>
<b>Day 17</b>	<p><b><i>Rituals of Memory</i></b></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>• Denotations and Connotations, page 26</li> <li>• Engage in whole class discussion about Level Up Tutorial &gt; Vocabulary Skills and Strategies &gt; Connotations and Denotations</li> </ul> <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> <li>• Page 25</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 25</li> </ul>
<b>Day 18</b>	<p><b><i>Rituals of Memory</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 19</b>	<p><b><i>The Gettysburg Address</i></b></p> <p>Watch History Channel video</p> <ul style="list-style-type: none"> <li>• Page 27</li> </ul> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read the Background, page 27</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 28</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 31</li> </ul>



**Day 20**

***The Gettysburg Address***

Discuss Vocabulary Strategy

- Multiple-Meaning Words, page 31
- Engage in whole class discussion about Level Up Tutorial > Vocabulary Skills and Strategies > Multiple-Meaning Words

Discuss Language and Style

- Parallel Structure, page 32

<b>Day 21</b>	<p><b><i>The Gettysburg Address</i></b></p> <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> <li>• Page 30</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 30</li> </ul>
<b>Day 22</b>	<p><b><i>Oklahoma Bombing Memorial Address</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 23</b>	<p><b><i>Views of the Wall and The Vietnam Wall</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 35</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul>
<b>Day 24</b>	<p><b><i>Views of the Wall and The Vietnam Wall</i></b></p> <p>Discuss Analyzing the Text and Media questions</p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul>
<b>Day 25</b>	<p><b>Collection 1 Test</b></p>
<b>Day 26–29</b>	<p><b>Collection Performance Task A: Present a Speech</b></p> <p>Use Interactive Lessons to support instruction</p>
<b>Day 30–33</b>	<p><b>Collection Performance Task B: Write an Analytical Essay</b></p> <p>Use Interactive Lessons to support instruction</p>

<b>Day 1</b>	<p><b>Launch the Collection</b></p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> <li>• Have students write two or three sentences about the image and quote</li> </ul> <p>Assign FYI</p> <ul style="list-style-type: none"> <li>• Assign each group a different article (print or digital)</li> <li>• Have them summarize the article in one to two sentences</li> <li>• Ask students to connect the article to personal life and cite text evidence (4–6 sentences)</li> <li>• Have students write a personal reflection (3 sentences)</li> </ul> <p>Preview Performance Task</p> <p>Preview Academic Vocabulary</p>
<b>Day 2</b>	<p><b><i>What, of This Goldfish, Would You Wish?</i></b></p> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read the Background, page 3</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition</li> </ul> <p>Assign Collaborative Discussion, page 8</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher's Edition</li> <li>• Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection)</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 11</li> </ul>
<b>Day 3</b>	<p><b><i>What, of This Goldfish, Would You Wish?</i></b></p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> <li>• Page 9 (model highlighting and annotating)</li> </ul> <p>Watch Close Read Screencasts video, page 3</p> <ul style="list-style-type: none"> <li>• Assign Close Read Application             <ul style="list-style-type: none"> <li>○ Access via Browse menu: print or download and share via <i>Google Classroom</i> as a Word document or PDF</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Text questions, page 10</li> </ul>

<p><b>Day 4</b></p>	<p><b><i>What, of This Goldfish, Would You Wish?</i></b></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"><li>• Context Clues, page 11</li><li>• Engage in whole class discussion about Level Up Tutorials &gt; Vocabulary Skills and Strategies &gt; Using Context Clues</li></ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"><li>• Formal versus Informal Tone, page 12</li><li>• For additional support, see Level Up Tutorials &gt; Analyzing Literature &gt; Tone</li></ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"><li>• Page 10</li></ul>
<p><b>Day 5</b></p>	<p><b><i>What, of This Goldfish, Would You Wish?</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"><li>• Paper and Pencil or Online</li></ul>

<b>Day 6</b>	<p><b><i>The Wife's Story</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 7</b>	<p><b>Media: <i>My So-Called Enemy</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition</li> </ul> <p>Assign Collaborative Discussion, page 13</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher's Edition</li> <li>• Choose, copy, and display Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Media questions, page 14</li> </ul>
<b>Day 8</b>	<p><b>Media: <i>My So-Called Enemy</i></b></p> <p>Assign Performance Task, page 14</p> <ul style="list-style-type: none"> <li>• See Interactive Lessons &gt; Writing Arguments for additional support</li> </ul>
<b>Day 9</b>	<p><b>Media: <i>My So-Called Enemy</i></b></p> <p>Have students finish Performance Task</p> <ul style="list-style-type: none"> <li>• Page 14</li> </ul> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 10</b>	<p><b>Comparing Anchor Texts: <i>from Texas v. Johnson Majority Opinion</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition</li> </ul> <p>Assign Collaborative Discussion, page 16</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Watch Close Read Screencasts video, page 15</li> <li>• Ask several lettered questions from Teacher's Edition</li> <li>• Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Analyzing the Text, page 17</li> </ul>

<b>Day 11</b>	<p><b>Comparing Anchor Texts: <i>from Texas v. Johnson Majority Opinion</i></b></p> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 17</li> </ul>
<b>Day 12</b>	<p><b>Comparing Anchor Texts: <i>American Flag Stands for Tolerance</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 20</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Watch Close Read Screencasts video, page 18</li> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> <li>• Page 22</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 23</li> </ul>
<b>Day 13</b>	<p><b>Comparing Anchor Texts: <i>American Flag Stands for Tolerance</i></b></p> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Noun Clauses, page 24</li> <li>• See English Workshop for additional practice and application</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 22</li> </ul>
<b>Day 14</b>	<p><b>Comparing Anchor Texts: <i>American Flag Stands for Tolerance</i></b></p> <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> <li>• Page 22</li> </ul>
<b>Day 15</b>	<p><b>Comparing Anchor Texts</b></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> <li>• Teacher’s Edition, page 24a</li> </ul>

<b>Day 16</b>	<p><b><i>from Texas v. Johnson Majority Opinion</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul> <p><b><i>American Flag Stands for Tolerance</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 17</b>	<p><b><i>from the Universal Declaration of Human Rights</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 18</b>	<p><b><i>from Towards a True Refuge</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 19</b>	<p><b><i>The Lottery</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 34</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 37</li> </ul>
<b>Day 20</b>	<p><b><i>The Lottery</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>◦ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>• Discuss Strategies for Annotation, pages 28 and 35 (model highlighting and annotating)</li> </ul> <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul>

<b>Day 21</b>	<p><b><i>The Lottery</i></b></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>• Denotation and Connotation, page 37</li> <li>• Engage in whole class discussion about Level Up Tutorial &gt; Vocabulary Skills and Strategies &gt; Connotations and Denotations             <ul style="list-style-type: none"> <li>○ See Reteach page 38a for additional support</li> </ul> </li> </ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Colloquialisms, page 38</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul>
<b>Day 22</b>	<p><b><i>The Lottery</i></b></p> <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul>
<b>Day 23</b>	<p><b><i>The Lottery</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 24</b>	<p><b><i>Without Title</i></b></p> <p>Watch History Channel video</p> <ul style="list-style-type: none"> <li>• Page 39</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 39</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Analyzing the Text, page 40</li> </ul>
<b>Day 25</b>	<p><b><i>Without Title</i></b></p> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 40</li> </ul>



<b>Day 26</b>	<b>Collection 1 Test</b>
<b>Day 27–30</b>	<b>Collection Performance Task A: Present a Speech</b> Use Interactive Lessons to support instruction
<b>Day 31–34</b>	<b>Collection Performance Task B: Write an Analytical Essay</b> Use Interactive Lessons to support instruction

<b>Day 1</b>	<p><b>Launch the Collection</b></p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> <li>Have students write two or three sentences about the image and quote</li> </ul> <p>Assign FYI</p> <ul style="list-style-type: none"> <li>Assign each group a different article (print or digital)</li> <li>Have them summarize the article in one or two sentences</li> <li>Ask students to connect the article to personal life and cite text evidence (4–6 sentences)</li> <li>Have students write a personal reflection (3 sentences)</li> </ul> <p>Preview Performance Task</p> <p>Preview Academic Vocabulary</p>
<b>Day 2</b>	<p><b><i>Exploration and Settlement</i></b></p> <p>Watch History Channel video</p> <ul style="list-style-type: none"> <li>Page 3</li> </ul>
<b>Day 3</b>	<p><b><i>from Of Plymouth Plantation</i></b></p> <p>Build Background</p> <ul style="list-style-type: none"> <li>Read the Background, page 5</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition</li> <li>Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition</li> </ul> <p>Assign Collaborative Discussion, page 18</p> <ul style="list-style-type: none"> <li>Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>Answer two or three Analyzing the Text questions, page 20</li> </ul>
<b>Day 4</b>	<p><b><i>from Of Plymouth Plantation</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>Ask several lettered questions from Teacher's Edition</li> <li>Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>Discuss Strategies for Annotation, page 19 (model highlighting and annotating)</li> </ul> <p>Watch Close Read Screencasts videos, pages 5 and 11</p> <ul style="list-style-type: none"> <li>Assign Close Read Application</li> <li>Access via Browse menu; print or download and share via <i>Google Classroom</i></li> </ul>

<b>Day 5</b>	<p><i>from Of Plymouth Plantation</i></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"><li>• Archaic Vocabulary, page 21</li><li>• For additional support, see Level Up Tutorials &gt; Vocabulary Skills and Strategies &gt; Using Context Clues</li></ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"><li>• Active and Passive Voice, page 22</li></ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"><li>• Page 20</li></ul> <p>Assign Homework</p> <ul style="list-style-type: none"><li>• Complete Performance Task, page 20</li></ul>
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<b>Day 6</b>	<p><b>from <i>Of Plymouth Plantation</i></b></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> <li>• Teacher's Edition, page 22a</li> </ul>
<b>Day 7</b>	<p><b>from <i>Of Plymouth Plantation</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 8</b>	<p><b>from <i>The General History of Virginia</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 9</b>	<p><b><i>Coming of Age in the Dawnland</i></b></p> <p>Watch History Channel video</p> <ul style="list-style-type: none"> <li>• Page 23</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition</li> </ul> <p>Assign Collaborative Discussion, page 31</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Text questions, page 33</li> </ul>
<b>Day 10</b>	<p><b><i>Coming of Age in the Dawnland</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher's Edition</li> <li>• Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>• Discuss Strategies for Annotation, page 32 (model highlighting and annotating)</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary and Vocabulary Strategy: Specialized Vocabulary, page 34</li> </ul>

<b>Day 11</b>	<p><b><i>Coming of Age in the Dawnland</i></b></p> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Dependent (or Subordinate) Clauses, page 35</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 33</li> </ul>
<b>Day 12</b>	<p><b><i>from The Tempest</i></b></p> <p>Read Introduction to <i>The Tempest</i></p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul> <p>Watch A&amp;E video</p> <ul style="list-style-type: none"> <li>• Page 37</li> </ul> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read Background, pages 37–38</li> </ul> <p>Engage in First Read: Act One, pages 39–45</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> <li>• Incorporate When Students Struggle in margins of Teacher’s Edition</li> </ul>
<b>Day 13</b>	<p><b><i>from The Tempest</i></b></p> <p>Engage in First Read: Act One, pages 46–57</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> <li>• Incorporate When Students Struggle in margins of Teacher’s Edition</li> </ul>
<b>Day 14</b>	<p><b><i>from The Tempest</i></b></p> <p>Engage in Second Read: Act One, pages 39–57</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul>
<b>Day 15</b>	<p><b><i>from The Tempest</i></b></p> <p>Engage in First Read: Act Two, pages 58–68</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> <li>• Incorporate When Students Struggle in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 68</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Text questions, page 70</li> </ul>

<b>Day 16</b>	<p><b>from <i>The Tempest</i></b></p> <p>Engage in Second Read: Act Two, pages 58–68</p> <ul style="list-style-type: none"> <li>• Discuss Strategies for Annotation, page 69 (model highlighting and annotating)</li> <li>• Review Academic Vocabulary instruction in margins of Teacher’s Edition</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 70</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Create three to five test questions</li> </ul>
<b>Day 17</b>	<p><b>from <i>The Tempest</i></b></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> <li>• Page 70a</li> </ul> <p>Have students complete the Performance Task, page 70</p> <ul style="list-style-type: none"> <li>• For early finishers, have them quiz one another using their homework</li> </ul>
<b>Day 18</b>	<p><b>from <i>The Tempest</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 19</b>	<p><b>Compare Text and Media—<i>The Tempest</i> (1980)</b></p> <p>Watch video</p> <ul style="list-style-type: none"> <li>• Page 71</li> </ul> <p>Assign Collaborative Discussion, page 71</p> <ul style="list-style-type: none"> <li>• Discuss Analyzing the Text and Media questions, page 72</li> </ul> <p><b>Compare Text and Media—<i>The Tempest</i> (2010)</b></p> <p>Analyze images</p> <p>Assign Collaborative Discussion, page 74</p> <ul style="list-style-type: none"> <li>• Discuss Analyzing the Text and Media questions, page 75</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 75</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Performance Task, page 72</li> </ul>
<b>Day 20</b>	<p><b>Compare Text and Media—<i>The Tempest</i></b></p> <p>Discuss Analyzing the Text and Media questions</p> <ul style="list-style-type: none"> <li>• Page 76</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 76</li> </ul>

<b>Day 21</b>	<p><b>Balboa</b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 83</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides</li> <li>• Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary and Vocabulary Strategy: Context Clues, page 86</li> </ul>
<b>Day 22</b>	<p><b>Balboa</b></p> <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> <li>• Page 85</li> </ul> <p>Review Vocabulary Strategy: Context Clues, page 86</p> <ul style="list-style-type: none"> <li>• See Level Up Tutorials for additional support</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 85</li> </ul>
<b>Day 23</b>	<p><b>Balboa</b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul> <p><b>“Blaxicans” and Other Revinvented Americans</b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 92</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 95</li> </ul>

<p><b>Day 24</b></p>	<p><b><i>“Blaxicans” and Other Revinvented Americans</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"><li>• Ask several lettered questions from Teacher’s Edition</li><li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides<ul style="list-style-type: none"><li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li></ul></li></ul> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"><li>• The Latin Prefix <i>circum-</i>, page 95</li></ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"><li>• Using Colons Effectively, page 96</li><li>• See GrammarNotes in Teacher Resources for additional support</li></ul> <p>Assign Homework</p> <ul style="list-style-type: none"><li>• Complete two or three Analyzing the Text questions, page 94</li></ul>
<p><b>Day 25</b></p>	<p><b><i>“Blaxicans” and Other Revinvented Americans</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"><li>• Paper and Pencil or Online</li></ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"><li>• Page 94</li></ul> <p>Assign Homework</p> <ul style="list-style-type: none"><li>• Complete Performance Task, page 94</li></ul>



<b>Day 26</b>	<p><b><i>Mother Tongue</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 27</b>	<p><b><i>New Orleans</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 99</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Performance Task, page 101</li> </ul>
<b>Day 28</b>	<p><b><i>Indian Boy Love Song (#2)</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Finish Performance Task, page 101</li> </ul>
<b>Day 29–33</b>	<p><b>Collection Performance Task: Write An Argument</b></p> <p>Use Interactive Lessons to support instruction</p>

<b>Day 1</b>	<p><b>Launch the Collection</b></p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> <li>• Have students write two or three sentences about the image and quote</li> </ul> <p>Assign FYI</p> <ul style="list-style-type: none"> <li>• Assign each group a different article (print or digital)</li> <li>• Have them summarize the article in one to two sentences</li> <li>• Ask students to connect the article to personal life and cite text evidence (4–6 sentences)</li> <li>• Have students write a personal reflection (3 sentences)</li> </ul> <p>Preview Performance Task</p> <p>Preview Academic Vocabulary</p>
<b>Day 2</b>	<p><b><i>Marita's Bargain</i></b></p> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read the Background, page 3</li> </ul> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition</li> </ul> <p>Assign Collaborative Discussion, page 14</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Answer two or three Analyzing the Text questions, page 16</li> </ul>
<b>Day 3</b>	<p><b><i>Marita's Bargain</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher's Edition</li> <li>• Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>◦ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>• Discuss Strategies for Annotation, pages 6, 12, and 15 (model highlighting and annotating)</li> </ul> <p>Watch Close Read Screencasts videos, pages 3 and 13</p> <ul style="list-style-type: none"> <li>• Assign Close Read Application             <ul style="list-style-type: none"> <li>◦ Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF</li> </ul> </li> </ul>

<p><b>Day 4</b></p>	<p><b><i>Marita's Bargain</i></b></p> <p>Discuss Vocabulary Strategy: Context Clues, page 17</p> <ul style="list-style-type: none"><li>• For additional support, see Level Up Tutorials &gt; Vocabulary Skills and Strategies &gt; Using Context Clues</li></ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"><li>• Subject-Verb Agreement, page 18</li><li>• For additional support, see GrammarNotes in Teacher Resources</li></ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"><li>• Page 16</li></ul> <p>Assign Homework</p> <ul style="list-style-type: none"><li>• Finish Performance Task, page 16</li></ul>
<p><b>Day 5</b></p>	<p><b><i>Marita's Bargain</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"><li>• Paper and Pencil or Online</li></ul>

<b>Day 6</b>	<p><b><i>Kewauna’s Ambition from How Children Succeed</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 7</b>	<p><b><i>Don’t Eat Fortune’s Cookie</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 19</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition Questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> </ul>
<b>Day 8</b>	<p><b><i>Don’t Eat Fortune’s Cookie</i></b></p> <p>Discuss Analyzing the Media questions</p> <ul style="list-style-type: none"> <li>• Page 20</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 20</li> </ul>
<b>Day 9</b>	<p><b><i>Don’t Eat Fortune’s Cookie</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 10</b>	<p><b><i>A Right to Choose Single-Sex Education</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>

<b>Day 11</b>	<p><b><i>The Secret to Raising Smart Kids</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 26</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Critical Vocabulary, page 29</li> </ul>
<b>Day 12</b>	<p><b><i>The Secret to Raising Smart Kids</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>• Discuss Strategies for Annotation, pages 24, 27, and 29 (model highlighting and annotating)</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Analyzing the Text questions, page 28</li> </ul>
<b>Day 13</b>	<p><b><i>The Secret to Raising Smart Kids</i></b></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>• Prefixes with Multiple Meanings, page 29</li> <li>• See Level Up Tutorials for additional support</li> </ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Participles and Participial Phrases, page 30</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 28</li> </ul>
<b>Day 14</b>	<p><b><i>“A Walk to the Jetty” from Annie John</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 42</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Analyzing the Text questions, page 44</li> </ul>

**Day 15**

***“A Walk to the Jetty” from Annie John***

Engage in Second Read

- Ask several lettered questions from Teacher’s Edition
- Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides
  - Access via Teacher Resources > Guiding Questions by Collection
- Discuss Strategies for Annotation, pages 40 and 43 (model highlighting and annotating)

Watch Close Read Screencasts videos, pages 31 and 39

- Assign Close Read Application
  - Access via Browse menu; print or download and share via *Google Classroom* as a Word document or PDF

Assign Homework

- Complete Critical Vocabulary, page 45

<b>Day 16</b>	<p><b><i>“A Walk to the Jetty” from Annie John</i></b></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>• Etymology, page 45</li> <li>• See Level Up Tutorials for additional support</li> </ul> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Dashes, page 46</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 44</li> </ul>
<b>Day 17</b>	<p><b><i>“A Walk to the Jetty” from Annie John</i></b></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> <li>• Paper and Pencil or Online</li> </ul>
<b>Day 18</b>	<p><b><i>Next Term, We’ll Mash You</i></b></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> <li>• Focus on the Read, Reread, and Reread and Discuss questions</li> </ul>
<b>Day 19</b>	<p><b><i>Ile</i></b></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> <li>• Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition</li> <li>• Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition</li> </ul> <p>Assign Collaborative Discussion, page 59</p> <ul style="list-style-type: none"> <li>• Have students participate in groups of two or three</li> </ul> <p>Assign Homework</p> <ul style="list-style-type: none"> <li>• Complete Analyzing the Text questions, page 61</li> </ul>
<b>Day 20</b>	<p><b><i>Ile</i></b></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> <li>• Ask several lettered questions from Teacher’s Edition</li> <li>• Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides             <ul style="list-style-type: none"> <li>○ Access via Teacher Resources &gt; Guiding Questions by Collection</li> </ul> </li> <li>• Discuss Strategies for Annotation, page 60 (model highlighting and annotating)</li> </ul>

<p><b>Day 21</b></p>	<p><b><i>Ile</i></b></p> <p>Discuss Language and Style</p> <ul style="list-style-type: none"> <li>• Dialect, page 62</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 61</li> </ul>
<p><b>Day 22</b></p>	<p><b>Compare Text and Media: Media Version of <i>Ile</i></b></p> <p>View Opera</p> <p>Assign Collaborative Discussion, page 63</p> <ul style="list-style-type: none"> <li>• Discuss Analyzing the Text and Media questions, page 64</li> </ul> <p>View Image, page 65</p> <ul style="list-style-type: none"> <li>• Assign Collaborative Discussion, page 65</li> <li>• Discuss Analyzing the Text and Media questions, page 66</li> </ul> <p>Assign Performance Task</p> <ul style="list-style-type: none"> <li>• Page 64 or 66</li> </ul>
<p><b>Day 23–24</b></p>	<p><b>Collection Performance Task A: Debate an Issue</b></p> <p>Use Interactive Lessons to support instruction</p>
<p><b>Day 25–26</b></p>	<p><b>Collection Performance Task B: Write a Compare-Contrast Essay</b></p> <p>Use Interactive Lessons to support instruction</p>