

| 9 th Grade | Quarter 1 Curriculum Map | Weeks 1-9 |
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| Introduction | | |
| <p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p> | | |
| How to Use the Curriculum Maps | | |
| <p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. | | |

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| Guidance for ELA Lessons and Units | | |
| <p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p> | | |
| Guidance on Assessments and Tasks | | |
| <p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • Louisiana Believes Instructional Strategies, LA Department of Education • LearnZillion Guidebooks 2.0 (more information here) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/topic/tcap-writing-rubrics</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p> | | |

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| SCS Instructional Framework | | |

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be **found here**. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

| Resource Toolkit | |
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| The Tennessee ELA Standards & TNReady Blueprints | |
| <p>The Tennessee State ELA Standards: https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf</p> | <p>Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.</p> |
| <p>TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf</p> | <p>This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint “is not intended to be used solely as an instructional resource or as a pacing guide,” instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessment this year.</p> |
| Shift 1: Regular Practice with Complex Text and its Academic Language | |
| <p>Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection</p> | <p>Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.</p> |
| <p>Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder</p> | <p>Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.</p> |
| Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text | |
| <p>Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources</p> | <p>Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.</p> |
| Shift 3: Building Knowledge through Content-Rich Non-Fiction | |
| <p>Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction</p> | <p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p> |

| 9 th Grade Curriculum At-a-Glance | | | | |
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| Quarter | Length | Unit Title | Anchor Text | Content Connections |
| 1 | 9 weeks | <i>Hope, Despair, and Memory</i> | <i>Hope, Despair, and Memory</i> by Elie Wiesel | Social Studies, Social Injustice & The Holocaust |
| 2 | 9 weeks | <i>Romeo and Juliet</i> | <i>Romeo and Juliet</i> by William Shakespeare | Fine Arts, Drama* |
| 3 | 9 weeks | <i>Heroes and Veterans</i> | <i>The Odyssey</i> by Homer | Social Studies, Ancient History |
| 4 | 9 weeks | <i>The Power of Language</i> | <i>Fahrenheit 451</i> by Ray Bradbury | Social Studies, Censorship |

| Grade 9 | Unit Title | 9 Weeks |
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| Unit Overview | | |
| Students read various literary and informational texts to understand the power of language and books to educate and influence others. They express their understanding by analyzing how Bradbury develops a theme in <i>Fahrenheit 451</i> and by researching issues related to censorship, creativity, or the evolution of literacy. | | |
| Text Use: Theme development, significance of literary devices, and author’s style and purpose conveyed through language, tone, and rhetoric | | |
| Essential Questions: | | |
| <ul style="list-style-type: none"> • How is a theme of <i>Fahrenheit 451</i> shaped by a literary element or device? • How do the specific details in the text support the development of the central idea? • What makes a strong counterclaim and rebuttal? • What makes a source credible and useful? • How do word choice and irony contribute to the development of a character and themes in a literary text? • How does symbolism contribute to the themes in the text? • How does an author develop the themes in a literary text? • What are some additional perspectives on reading in our society? | | |
| Anchor Text | Qualitative Analysis of Anchor Text | |
| <i>Fahrenheit 451</i> by Ray Bradbury, 890L | <p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric.</p> <ol style="list-style-type: none"> a. Knowledge Demands – Very Complex b. Text Structure – Moderately Complex c. Language Features – Moderately Complex d. Meaning – Very Complex <p>Overall Complexity – Very Complex</p> | |
| Related Texts | | |
| Literary Texts | | |
| <ul style="list-style-type: none"> • “Burning a Book” by William Stafford (poem) • “Barter” by Sara Teasdale (poem) | | |
| Informational Texts | | |
| <ul style="list-style-type: none"> • “<i>Learning to Read and Write</i>” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, and American Slave</i>) • “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie • <i>The Great Imagination Heist</i> by Reynolds Price • “<i>I Am Very Real</i>” by Kurt Vonnegut (letter) • “Reading Books is Fundamental” from <i>The New York Times</i> by Charles M. Blow • “The Country That Stopped Reading” from <i>The New York Times</i> by David Toscana | | |

- [The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains](#) by Leo Widrich
- [“Video Games and the Future of Storytelling”](#) from *Big Think* by Salman Rushdie

Non- Print Texts

Original Cover Art from *Fahrenheit 451*: <http://www.cbc.ca/strombo/news/fahrenheit-451-60th-anniversary>

End-of-Unit Assessment:

How is a theme of *Fahrenheit 451* shaped by a literary element or device?

To answer this question:

- Determine a theme of *Fahrenheit 451*.
- Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., diction, figurative language, symbolism, imagery, etc.) you think most strongly conveys the selected theme.
- Examine how the selected theme is shaped and refined by the element or device you selected.

Write a literary analysis that supports your claims in answer to the question and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.CS.6, 9-10.RL.IKI.7, 9-10.RL.IKI.9, 9-10.RL.RRTC.10

Reading: Informational Texts

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.4, 9-10.RI.CS.5, 9-10.RI.CS.6, 9-10.RI.IKI.7, 9-10.RI.IKI.8, 9-10.RI.IKI.9, 9-10.RI.RRTC.10

Writing

9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.TTP.3, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.PDW.6, 9-10.W.RBPK.7, 9-10.W.RBPK.8, 9-10.W.RBPK.9, 9-10.W.RW.10

Language

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.KL.3, 9-10.L.VAU.4, 9-10.L.VAU.5, 9-10.L.VAU.6

Speaking and Listening

9-10.SL.CC.1, 9-10.SL.CC.2, 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.PKI.6

*Standards addressed by lesson: <https://learnzillion.com/resources/102530-fahrenheit-451-standards-overview>

Week 1

Instructional Focus

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 9-10.L.VAU.5 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

| Lesson 1 | Instructional Plan |
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| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie</p> <p><u>Materials:</u> Blue, orange, yellow, and pink highlighters https://scsk12.learnzillion.com/lesson_plans/12201-lesson-1-analyzing-vocabulary-and-word-choice-to-determine-the-author-s-point-of-view/additional-</p> | <p><u>Guiding Question:</u> How is a theme of <u>Fahrenheit 451</u> shaped by a literary element or device?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read aloud “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie. • Analyze vocabulary and word choice in the text. (9-10.RI.CS.4) • Determine the author’s point of view in the text. (9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students complete Lesson 1, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students read the text “The |

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| <p>materials/additional-materials?card=101893</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Stems, and Discussion Tracker Handout • Analyzing Figurative Language Handout • Reading Log • Vocabulary Log Handout | <p>Joy of Reading and Writing: Superman and Me” by Sherman Alexie to determine the author’s point of view and analyze vocabulary and word choice in the text.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 7</p> <ul style="list-style-type: none"> • What details are important in each paragraph? • Find avid. What details in the sentence help you to understand the meaning of the word? • Find prodigy. What details in the sentence help you to understand the meaning of the word? • Find subverted. What details in the sentence help you to understand the meaning of the word? <p>Slide 8</p> <ul style="list-style-type: none"> • What is the author’s attitude towards reservation of life and evidence in the text supports this? • What is the author’s attitude towards how others treat American Indians and what evidence in the text supports this? • What is the author’s attitude towards reading and writing and what evidence in the text supports this? • What is the author’s own attitude towards other American Indians and what evidence in the text supports this? <p>Slide 13</p> <ul style="list-style-type: none"> • What examples of figurative language are there in the text? • What do these examples mean? • What impact do they have on the reader? • In each example, is Alexie using ethos, pathos, or logos to impact the reader? <p><u>Daily Writing Practice</u></p> <p>Student should write in response to the following prompt for homework or as an exit ticket. Write a paragraph explaining Sherman Alexie’s point of view on one of the four categories discussed during the lesson and explain how he uses rhetorical appeal to support that point of view. Include 2 or 3 of the vocabulary words in the paragraph.</p> |
| <p>Lesson 2</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/</p> | <p><u>Guiding Question:</u> How do the specific details in the text support the development of the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Reread “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie with a partner. • Analyze how the author develops claims in the text. (9-10.RI.CS.5) • Determine the central idea of the text and how specific details develop the central idea. (9-10.RI.KID.2) |

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| <p>12202-lesson-2-analyzing-how-an-author-develops-a-claim-and-a-central-idea-in-an-informational-text/additional-materials?card=101903</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Stems, and Discussion Tracker Handout • Analyzing Figurative Language Handout • Central Idea and Theme Tracker Handout • Reading Log • Vocabulary Log Handout | <p>Agenda</p> <ul style="list-style-type: none"> • Students complete Lesson 2, Fahrenheit 451 Unit, LearnZillion. In this lesson students will reread the analyze how the author develops claims and uses specific details to develop the central idea. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 8</p> <ul style="list-style-type: none"> • What other important points is Alexie making in this text? • What does Alexie believe about the power of books? • What does Alexie believe about how books affected him? • Why does Alexie believe books are important for the students in American Indian reservation schools today? <p>Slide 9</p> <ul style="list-style-type: none"> • How do the phrases, sentences, and paragraphs you circled support the claim? • How does each claim build on the next? • What is similar or different about each claim? • Who does each claim connect to or apply to? • In each claim, is Alexie making the claim based on his own experience or on his own experience and the experiences of others? <p>Slide 11</p> <ul style="list-style-type: none"> • How do the specific details in the text support the development of the central idea? <p><u>Daily Writing Practice</u></p> <p>Have students respond to the question on slide 11 as a quick write with time to refer to the text and include textual evidence. As noted, this will prepare students for the discussion.</p> |
| Lesson 3 | Instructional Plan |

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| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12203-lesson-3-evaluating-point-of-view-reasoning-and-use-of-textual-evidence-in-a-discussion/additional-materials?card=101906</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Stems, and Discussion Tracker Handout • Analyzing Figurative Language Handout • Central Idea and Theme Tracker Handout • Fishbowl Discussion Handout | <p><u>Guiding Question:</u> What is the significance of the text Sherman Alexie used to learn to read? How does Alexie use language to convey a central idea? What is Alexie’s purpose in writing the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Prepare for and engage in a fishbowl discussion. • Assess the point of views, reasoning, and use of textual evidence presented in a discussion. (9-10.RI.CS.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students will complete Lesson 3, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will engage in a fishbowl discussion in which they evaluate the point of views, reasoning, and use of textual evidence. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 7</p> <ul style="list-style-type: none"> • What is the significance of the text Sherman Alexie used to learn to read? • What is the significance of the process he used to learn to read? • How do the language Alexie uses, the examples he provides, and the way he structures the text convey a central idea? • What does Alexie value? How do you know? • What is Alexie’s purpose in writing the text? <p><u>Daily Writing Practice</u></p> <p>As an exit ticket, students write in reflection of the activity and the participation of their partner. Students respond to the following questions: 1. What is one strength you showed in the discussion today? 2. What is one thing you want to improve on in the next discussion?</p> |
| <p>Lesson 4</p> | <p>Instructional Plan</p> |

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| <p><u>High Quality Text(s):</u> “Learning to Read and Write” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Highlighters • https://scsk12.learnzillion.com/lesson_plans/12204-lesson-4-analyzing-imagery-and-point-of-view-in-an-informational-text/additional-materials?card=101916 • Reading Protocol, Conversation Stems, and Discussion Tracker Handout • Analyzing Language Handout • Douglass Text Glossary Handout • Vocabulary Log | <p><u>Guiding Question:</u> How does Douglas use imagery to develop his point of view?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read “Learning to Read and Write” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>) with a partner. • Analyze vocabulary and summarize the text. (9-10.RI.CS.4) • Analyze word choice and how it develops the author’s point of view. (9-10.RI.CS.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students will complete Lesson 4, Fahrenheit 451 Unit, LearnZillion. In this lesson, students read chapter VII of <i>Narrative of the Life of Frederick Douglass, an American Slave</i> and analyze the text for word choice and the development of the point of view. Students summarize the text. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What are specific details about Douglass’ experience that help you understand the point of view? <p>Slide 7</p> <ul style="list-style-type: none"> • What words or phrases in the text evoke imagery? <p>Slide 10</p> <ul style="list-style-type: none"> • What is Douglass’ point of view? • How does Douglass use imagery to develop his point of view? <p><u>Daily Writing Practice</u> As an exit ticket, students respond in paragraph form and using the text as a reference to the questions on slide 10 in their reading log.</p> |
| Lesson 5 | Instructional Plan |

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| <p><u>High Quality Text(s):</u> “Learning to Read and Write” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>)</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12205-lesson-5-analyzing-and-evaluating-an-author-s-claims-in-an-informational-text/additional-materials?card=101920</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Stems, and Discussion Tracker Handout • Analyzing and Assessing Claims Handout • Vocabulary Log | <p><u>Guiding Question:</u> How does Douglass develop his claims?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Reread “Learning to Read and Write” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, and American Slave</i>) with a partner. • Analyze how the author develops claims and the central idea in the text. (9-10.RI.CS.5) • Assess the validity of an author’s reasoning. (9-10.RI.CS.6) <p><u>Agenda</u> Students complete Lesson 5, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will reread the text to analyze and determine how the author develops the claims and central idea.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • What does Douglass believe about slaveholders? • What does Douglass believe about the process of learning? • What does Douglass believe led to his desire for freedom? <p>Slide 9</p> <ul style="list-style-type: none"> • What do these claims have in common? • Is there a topic that connects all of the claims? • How would you summarize these claims? <p>Slide</p> <ul style="list-style-type: none"> • How does the author use specific, words, sentences, or paragraphs to develop a claim? • How do these claims develop the central idea? • How valid is the author’s reasoning? <p><u>Daily Writing Practice</u> Students respond to the following prompt from slide 9 as an exit ticket: Based on the claims in the text, what is the central idea the author is trying to convey.</p> |
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Week 2

Instructional Focus

Reading: Literature

9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
 - B. Sequence events so that they build on one another to create a coherent whole.
 - C. Create a smooth progression of experiences or events.
 - D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - F. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - G. Establish and maintain an appropriate style and tone.

- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- 9-10.W.RBPK7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 9-10.W. RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Lesson 6 | Instructional Plan |
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| <p><u>High Quality Text(s):</u> <i>“Learning to Read and Write” by Frederick Douglass (Ch. VII from Narrative of the Life of Frederick Douglass, an American Slave)</i></p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12206-lesson-6-writing-a-precise-claim-counterclaim-and-rebuttal/additional-materials/additional-materials?card=101931</p> <ul style="list-style-type: none"> Central Idea and Theme Tracker Handout Analyzing Language Handout Analyzing and Assessing Claims Handout Writing an Analysis Paragraph Handout | <p><u>Guiding Question:</u> What makes a strong counterclaim and rebuttal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Analyze a writing prompt. Practice outlining an analysis paragraph and writing a claim, counterclaim, and rebuttal. (9-10.W.TTP.1) Write an analysis paragraph. (9-10.W.TTP.1) <p><u>Agenda</u> Students will complete Lesson 6, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will analyze a writing prompt and draft an analysis paragraph.</p> <p><u>Text-Dependent/Text-Specific Questions</u> Slide 5</p> <ul style="list-style-type: none"> Determine and explain Douglass’s point of view based on his word choice, claims, and evidence. Cite strong and thorough textual evidence, including direct quotations. |

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| | <p><u>Daily Writing Practice</u> For homework, students use their notes from this lesson to draft the analysis paragraph. Students prepare for this activity by completing the graphic organizers in the Writing an Analysis Paragraph handout.</p> |
| Lesson 7 | Instructional Plan |
| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie “Learning to Read and Write” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, and American Slave</i>)</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12207-lesson-7-using-flashback-in-narrative-writing/additional-materials?card=101935 <ul style="list-style-type: none"> Reading Protocol, Conversation Stems, and Discussion Tracker Handout </p> | <p><u>Guiding Question:</u> What is the value of Alexie and Douglass showing readers how they learned to read?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Write a narrative response that includes flashback. (9-10.W.TTP.3) <p><u>Agenda</u> Students will complete Lesson 7, Fahrenheit 451 Unit, LearnZillion. In this lesson, students draft a narrative response.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 7</p> <ul style="list-style-type: none"> What is happening in this paragraph? How do you know? What verb tense does the writer use? Why? What type of details does the writer use? What impact does this have on the reader? <p><u>Daily Writing Practice</u> Students will draft a narrative with a flashback as outlined on slide 9.</p> |
| Lesson 8 | Instructional Plan |

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| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie</p> <p>“Learning to Read and Write” by Frederick Douglass (Ch. VII from <i>Narrative of the Life of Frederick Douglass, and American Slave</i>)</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12208-lesson-8-using-parallel-structure-and-adverbial-phrases-in-writing/additional-materials/additional-materials?card=124756</p> <ul style="list-style-type: none"> • Student Narrative Draft • Mentor Sentence Handout | <p><u>Guiding Question:</u> What is parallel structure and an adverbial phrase?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Analyze how a writer uses parallel structure in a text. (9-10.L.CSE.1) • Analyze how a writer uses adverbial phrases to convey meaning in a text. (9-10.L.CSE.1) • Revise writing to include parallel structure and adverbial phrases. (9-10.L.CSE.1) <p><u>Agenda</u> Students will complete Lesson 8, Fahrenheit 451 Unit, LearnZillion. In this lesson students will revise their previous drafts to include adverbial phrases and parallel structure.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> <u>Slide 5</u></p> <ul style="list-style-type: none"> • What patterns do you notice in this paragraph? • How does this pattern impact the meaning in the paragraph? • How does this pattern influence the reader? <p><u>Daily Writing Practice</u> Students revise their previous narrative drafts as outlined on slides 7 and 12.</p> |
| <p>Lesson 9</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> N/A</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12209-lesson-9-generating-a-research-question-and-locating-and-assessing-sources/additional-materials?card=101948</p> <ul style="list-style-type: none"> • Conducting Research Handout | <p><u>Guiding Question:</u> What makes a source credible and useful?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Generate a question for research. (9-10.W.RBPK7) • Locate sources and assess each source’s usefulness in answering the research question. (9-10.W.RBPK7) • Determine whether to narrow or broaden the research question. (9-10.W.RBPK7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students will complete Lesson 9, Fahrenheit 451 Unit, LearnZillion. In this lesson, student begin the process of completing the research extension task. • This lesson requires students to go online to research the context in which Ray Bradbury wrote Fahrenheit 451. You will want to coordinate use of computers with other English I teachers for this lesson. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> |

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| | <p>Slide 5 What was Douglass’s and Alexie’s message to readers?</p> <p><u>Daily Writing Practice</u> For homework, write a paragraph that describes how the information that you found in the sources helps to answer your research question.</p> |
| <p>Lesson 10</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12210-lesson-10-analyzing-word-choice-and-irony-in-a-literary-text-and-how-they-contribute-to-character-and-theme-development/additional-materials</p> <ul style="list-style-type: none"> • Anchor Text Theme Tracker • Evolution of Montag • Gallery Walk Notes • Reading Protocol, Conversation Starters, and Discussion Tracker • Reading Log • Research Poster | <p><u>Guiding Question:</u> How do word choice and irony contribute to the development of a character and themes in a literary text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Engage in a gallery walk to share research. (9-10.W.RBPK7) • Read “The Hearth and the Salamander” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze the author’s word choice and how it contributes to characterization. (9-10.RL.KID.4) • Analyze an example of irony and how it contributes to the themes in the text. (9-10.RL.KID.2, 9-10.RL.KID.4) <p><u>Agenda</u> Students will complete Lesson 10, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will begin reading Fahrenheit 451.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 8 What does this lesson reveal about Montag? What does this language reveal about Montag’s profession?</p> <p>Slide 10 What did you notice about Clarisse’s words, thoughts, and actions? Compare and contrast Montag before he meets Clarisse and during his meeting with Clarisse.</p> |

Daily Writing Practice

As an exit ticket or for homework, ask students to write a summary of the reading from class today in their reading log. Students should focus on the introduction of the main character and themes.

Week 3

Instructional Focus**Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
- B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- D. Provide a concluding statement or section that follows from and supports the argument presented.
- E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Lesson 11 | Instructional Plan |
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| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12211-lesson-11-comparing-settings-analyzing-tension-and-determining-how-the-interactions-between-characters-develop-a-theme/additional-materials</p> <ul style="list-style-type: none"> • Anchor Text Theme Tracker • Evolution of Montag • Reading Protocol, Conversation Starters, and Discussion Tracker • Reading Log • Research Poster | <ul style="list-style-type: none"> • <u>Guiding Question:</u> What technology do you notice in this part of the story? How does it relate to the technology we use? <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue to read “The Hearth and the Salamander” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze how Clarisse and Millie affect Montag. (9-10.RL.KID.2) • Analyze how the setting and tension develop the theme. (9-10.RL.KID.3) <p><u>Agenda</u> Students will read <u>Lesson 11</u>, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students will continue to read and analyze the text for the development of the characters and theme.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 7</p> <ul style="list-style-type: none"> • What happened to Millie? <p>Slide 8</p> <ul style="list-style-type: none"> • What technology did you notice? • How would you describe this technology? • How does it relate to the technology we use? <p>Slide 9</p> <ul style="list-style-type: none"> • What noise is being covered by the seashells and what does this noise represent? <p>Slide 10</p> <ul style="list-style-type: none"> • How does the setting in the section we read aloud compare to the setting of Clarisse and Montag’s walk |

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| | <p>from earlier in the text?</p> <ul style="list-style-type: none"> • How does this setting develop a theme? <p>Slide 12</p> <ul style="list-style-type: none"> • What technology did you notice? • How would you describe this technology? • How does it relate to the technology we use? • What is this technology covering up? <p>Slide 13</p> <ul style="list-style-type: none"> • How does this setting compare to the setting of Clarisse and Montag’s walk? • How does this contrast in settings develop a theme? <p>Slide 14</p> <ul style="list-style-type: none"> • Compare and contrast the impact that Millie and Clarisse have on Montag. <p><u>Daily Writing Practice</u> Students are asked to read pages 19-25 for homework. As students to summarize their reading in their reading log for this section of the text. In preparation for the EOU assessment, ask students to focus on the settings presented and respond in writing to the questions on slide 13.</p> |
| <p>Lesson 12</p> | <p>Instructional Plan</p> |
| <p>High Quality Text(s): Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12212-lesson-12-analyze-how-characters-interact-symbolism-and-foreshadowing-in-a-literary-text/additional-materials</p> <ul style="list-style-type: none"> • Anchor Text Theme Tracker • Evolution of Montag • Reading Protocol, Conversation Starters, and Discussion Tracker • Reading Log • Vocabulary Log | <p><u>Guiding Question:</u> How does symbolism contribute to the themes in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue to read “The Hearth and the Salamander” from <u>Fahrenheit 451</u> by Ray Bradbury. • Identify unknown words that are significant for comprehension. (9-10.RL.KID.4) • Define unknown words in context. (9-10.RL.KID.4) • Analyze how characters interact, symbolism, and foreshadowing. (9-10.RL.KID.3) <p><u>Agenda</u> Lesson 12, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students continue to read the text and analyze the text for the development of characters and theme.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • How does Montag’s walk with Clarisse impact him? <p>Slide 6</p> <ul style="list-style-type: none"> • What is the meaning of the word Capillary? |

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| | <ul style="list-style-type: none"> • What details are important to the description of the Hound? • How do these words contribute to the description of the Hound? <p>Slide 9</p> <ul style="list-style-type: none"> • What does the mechanical hound symbolize? • How does this symbolism lead to the development of the theme? <p>Slide 11</p> <ul style="list-style-type: none"> • What do you notice about Beatty’s response to Montag? • What impact does this response have on the reader? <p><u>Daily Writing Practice</u> Before the whole group discussion as outlined on slide 13, have students write out their response in their reading journal first. Prompt: Based on Clarisse’s point of view, how are things in Bradbury’s world similar or different than today’s world. Support your response with evidence from the text. Students also respond in writing to the prompt on slide 14 in their reading log.</p> |
| Lesson 13 | Instructional Plan |
| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12213-lesson-13-analyzing-how-characters-interact-to-advance-the-plot-and-how-allusion-develops-the-theme-in-a-literary-text/additional-materials</p> <ul style="list-style-type: none"> • Anchor Text Theme Tracker • Evolution of Montag • Reading Protocol, Conversation Starters, and Discussion Tracker • Vocabulary Log | <p><u>Guiding Question:</u> How is Montag influenced by his experience responding to this alarm? Why is this significant?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue to read “The Hearth and the Salamander” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze how Beatty and Montag interact. (9-10.RL.KID.3) • Analyze how allusion develops the theme. (9-10.RL.KID.2) <p><u>Agenda</u> Students complete <u>Lesson 13, Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students continue to read and analyze the text for the interaction and development of main characters and the major themes.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 6</p> <ul style="list-style-type: none"> • How do Montag and Beatty interact in this excerpt? • What affect does Beatty have on Montag? • How does this advance the plot and develop the themes? <p>Slide 8</p> <ul style="list-style-type: none"> • What language is used to describe Beatty and Montag? • What affect does Beatty have on Montag? |

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| | <ul style="list-style-type: none"> • How does this advance the plot and develop the themes? <p>Slide 10</p> <ul style="list-style-type: none"> • What language is used to describe Beatty and Montag? • What affect does Beatty have on Montag? • How does this advance the plot and develop the themes? <p>Slide 12</p> <ul style="list-style-type: none"> • How is Montag influenced by his experiences responding to this alarm? Why is this significant? Support your response with evidence from the text. <p><u>Daily Writing Practice</u> As an exit ticket, have students summarize the reading so far. Ask students to consider the development of themes and how character interaction may lead to theme.</p> |
| Lesson 14 | Instructional Plan |
| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12214-lesson-14-analyzing-arguments-irony-and-structure-in-a-literary-text/additional-materials?card=101983</p> <ul style="list-style-type: none"> • Anchor Text Theme Tracker • Evolution of Montag • Reading Protocol, Conversation Starters, and Discussion Tracker • Vocabulary Log • Spilt Page Note Handout | <p><u>Guiding Question:</u> How does Bradbury use tension to develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue to read “The Hearth and the Salamander” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze Beatty’s argument in the text. (9-10.RL.CS.5) • Analyze how Bradbury builds tension in the text. (9-10.RL.CS.5) <p><u>Agenda</u> Students will complete Lesson 14, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will continue to read the text and analyze how the author builds tension in the text.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What impact does Millie have on Montag when he comes home from responding to the alarm? <p>Slide 8</p> <ul style="list-style-type: none"> • What is Beatty’s claim in this section of the text? <p>Slide 9</p> <ul style="list-style-type: none"> • How does Bradbury use tension to develop theme? • In what other ways does Bradbury build tension in this section of this text? <p><u>Daily Writing Practice</u></p> |

For homework, students respond to the following in their reading log. What claim does Montag try to make in his conversation with Millie? Why is this claim ineffective in convincing Millie? Use evidence from the text to support your answer.

Lesson 15

Instructional Plan

High Quality Text(s):

Fahrenheit 451 by Ray Bradbury, 890L

“Burning a Book” by William Stafford (poem)

Materials:

https://scsk12.learnzillion.com/lesson_plans/12215-lesson-15-analyzing-argument-and-the-significance-of-a-title-in-a-literary-text-and-analyzing-figurative-language-and-its-contribution-to-the-theme-in-a-poem/additional-materials?card=101990

- Anchor Text Theme Tracker
- Evolution of Montag
- Reading Protocol, Conversation Starters, and Discussion Tracker
- Reading Log
- Central Idea and Theme Tracker
- Highlighter

Guiding Question: What is one common theme in “Burning a Book” and Fahrenheit 451?

Learning Targets

- Review the homework.
- Analyze Beatty’s effect on Montag and interpret the title of the first section of the text. (9-10.RL.KID.2)
- Read “Burning a Book” by William Stafford.
- Analyze imagery and figurative language in the text and how these devices develop the theme. (9-10.RL.KID.2)
- Make connections between “Burning a Book” and Fahrenheit 451. (9-10.RL.KID.2)

Agenda

Students complete [lesson 15](#).

Text-Dependent/Text-Specific Questions (Sample)

Slide 5

- What claim does Montag try to make in his conversation with Millie?
- Why is this claim ineffective in convincing Millie?

Slide 6

- What is the significance of the title of the first part of the text: “The Hearth and the Salamander”.

Slide 12

- What images or figurative language do you see in the poem?

- What patterns do you see in the images and figurative language?
- Slide 13**
- What do the selected lines reveal about the poet’s point of view?
 - What message is the poet trying to convey?
- Slide 15**
- What is a common theme in “Burning a Book” and Fahrenheit 451? Use evidence from both texts to support your response.
- Daily Writing Practice
As an exit ticket, students complete a reading log entry in response to the prompt as outlined on slide 15.

Week 4

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

Writing

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

9-10.L.VAU.5 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Lesson 16**Instructional Plan**High Quality Text(s):

Fahrenheit 451 by Ray Bradbury, 890L

“Burning a Book” by William Stafford (poem)

Materials:

- https://scsk12.learnzillion.com/lesson_plans/12216-lesson-16-evaluating-claims-evidence-and-reasoning-in-a-discussion/additional-materials?card=101997
- Anchor Text Theme Tracker
- Evolution of Montag
- Reading Protocol, Conversation Starters, and Discussion Tracker
- Central Idea and Theme Tracker
- Fishbowl Discussion Handout

Guiding Question: What is one common theme in “Burning a Book” and Fahrenheit 451?

Learning Targets

- Prepare claims, evidence, and reasoning for a [fishbowl discussion](#) and engage in the discussion. (9-10.RL.KID.2)
- Analyze a peer’s claim, evidence and reasoning. (9-10.RL.KID.2)
-

Agenda

Students will complete [Lesson 16, Fahrenheit 451](#) Unit, LearnZillion. In this lesson students prepare for a fishbowl discussion.

Text-Dependent/Text-Specific Questions (Sample)

Slide 5

Compare and contrast the themes on Fahrenheit 451 and “Burning a Book”.

Daily Writing Practice

Students complete the reflection section of their fishbowl handout. Encourage students to use the discussion to add to their own notes and collection of evidence.

| Lesson 17 | Instructional Plan |
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| <p>High Quality Text(s): Fahrenheit 451 by Ray Bradbury, 890L</p> <p><i>The Great Imagination Heist</i> by Reynolds Price</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12217-lesson-17-analyzing-and-assessing-claims-in-an-informational-text/additional-materials?card=102004</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Starters, and Discussion Tracker • Central Idea and Theme Tracker • Highlighter | <p><u>Guiding Question:</u> What connections can you make between the claims in “The Great Imagination Heist” and the themes of <u>Fahrenheit 451</u>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read “The Great Imagination Heist” by Reynolds Price. • Analyze and assess the claims in the text and determine how they support the author’s purpose in the text. (9-10.RI.CS.5) • Make connections between the claims in “The Great Imagination Heist” and the themes of <u>Fahrenheit 451</u>. (9-10.RL.KID.2) <p><u>Agenda</u> Students will complete Lesson 17, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students will make thematic connections between the supplemental text and the anchor text.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 7</p> <ul style="list-style-type: none"> • Is Price’s reasoning valid? • Are there any claims that are not supporting by strong reasoning and evidence? • Is price effective in conveying the central idea? <p>Slide 8</p> <ul style="list-style-type: none"> • Describe Price’s tone using evidence from the text. <p>Slide 9</p> <ul style="list-style-type: none"> • What connection can you make between the claims in <i>The Great Imagination Heist</i> and the themes in <u>Fahrenheit 451</u>? <p>Slide 10</p> <ul style="list-style-type: none"> • In order to make his claims more effective, what kind of evidence could price add to each claim to better support the claim? <p><u>Daily Writing Practice</u> As an exit ticket, have students complete the reading log entry as outlined on slide 10. Students should refer to the text in their writing.</p> |
| Lesson 18 | Instructional Plan |

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| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12218-lesson-18-analyzing-the-development-of-theme/additional-materials?card=102011</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Starters, and Discussion Tracker • Central Idea and Theme Tracker • Anchor Text Theme Tracker • 3-Column Notes Handout | <p><u>Guiding Question:</u> How does an author develop the themes in a literary text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Begin reading “The Sieve and the Sand” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze Montag’s response to Beatty’s speech and how Bradbury uses this response to develop the themes. (9-10.RL.KID.2) <p><u>Agenda</u> Students will complete Lesson 18, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson. Students will continue to read the anchor texts and analyze the text for character and theme development.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Slide 6</p> <ul style="list-style-type: none"> • What is the source of the text not bold and in italics? • What is the source of the text in bold and italics? • How does the bible verse referenced in this section of the text connect to Fahrenheit 451? • What is the pace of this excerpt and how does this create tension in the text? <p><u>Daily Writing Practice</u> As an exit ticket, have students summarize the reading from class in their reading log. Students should also respond to the guiding question: What theme is being developed and how?</p> |
| <p>Lesson 19</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> “Barter” by Sara Teasdale (poem)</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12219-lesson-19-analyzing-how-figurative-language-and-imagery-develop-the-theme-in-a-poem/additional-materials?card=102018</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Starters, and Discussion Tracker • Central Idea and Theme Tracker • TPCASTT handout • Sticky Notes | <p><u>Guiding Question:</u> What is the theme of “Barter”?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read “Barter” by Sara Teasdale. • Analyze how the poet uses imagery and figurative language to develop the theme. (9-10.RL.KID.2) • Make connections between the themes in “Barter” and <u>Fahrenheit 451</u>. (9-10.RL.KID.2) <p><u>Agenda</u> Students complete Lesson 19, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students read a poem to make thematic connections between the poem and the anchor text.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Slide 5</p> |

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| | <ul style="list-style-type: none"> • What does “barter” mean? <p>Slide 7</p> <ul style="list-style-type: none"> • What connotation does the word “barter” have? <p>Slide 8</p> <ul style="list-style-type: none"> • What is the attitude of the author? • Are there any shifts in the author’s tone or voice? <p>Slide 9</p> <ul style="list-style-type: none"> • What is the theme of the poem? <p>Slide 10</p> <ul style="list-style-type: none"> • What thematic connections are there between the “Barter” and <u>Fahrenheit 451</u>? <p><u>Daily Writing Practice</u> As outlined on slide 12, students will complete a reading log entry for homework. Students will respond to the following prompt: In this section of the reading, you will meet a new character that will express that there are 3 things wrong with society. Describe in your own words what you think those three things are.</p> |
| Lesson 20 | Instructional Plan |
| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Starters, and Discussion Tracker • Anchor Text Theme Tracker • Evolution of Montag handout • Reading Log • Vocabulary Log | <p><u>Guiding Question:</u> How does Faber’s speech impact Montag?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read “The Sieve and the Sand” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze Faber’s speech and his impact on Montag. (9-10.RL.KID.3) <p><u>Agenda</u> Students complete Lesson 20, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students continue to reach the anchor text for character and theme development.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • What are 3 things missing in this society according to Faber? • What are the implications of Faber and Montag’s plan? <p>Slide 6</p> <ul style="list-style-type: none"> • What does each quote mean in the text? • What patterns do you notice in these quotations from Faber? How does Faber’s language contrast with other character’s language in the text, specifically Beatty, Millie, and Clarisse? |

- How does this figurative language and imagery develop Faber?
 - How does figurative language and imagery develop the themes in the text?
- Slide 7**
- How does Faber’s response compare to other character’s response to Montag?
 - How does Faber’s impact on Montag advance the plot?

Daily Writing Practice

Have students respond to the questions on slide 7 in their reading journal. Encourage students to use evidence from the text to support their thinking.

Week 5

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Lesson 21 | Instructional Plan |
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| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie</p> <p>Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12221-lesson-21-timed-writing-practice/additional-materials?card=102032</p> <ul style="list-style-type: none"> • Vocabulary Log • Central Idea and Theme Tracker • Anchor Text Theme Tracker | <p><u>Guiding Question:</u> How do Beatty and Alexie view reading?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Write an analysis essay in response to a prompt as practice for the cold read task. (9-10.W.TTP.2) <p><u>Agenda</u> Students complete Lesson 21, Fahrenheit 451 Unit, LearnZillion. In this lesson, students complete a writing assignment in preparation for a cold read assignment.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 5 Write a multi-paragraph essay that compares and contrasts how Beatty and Alexie view reading.</p> <p><u>Daily Writing Practice</u> Students are writing a full essay during class.</p> |
| Lesson 22 | Instructional Plan |
| <p><u>High Quality Text(s):</u> “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie</p> | <p><u>Guiding Question:</u> Where could I bridge ideas in order to create better cohesion?</p> <p><u>Learning Targets:</u></p> |

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| <p><u>Fahrenheit 451</u> by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12222-lesson-22-assessing-a-peer-s-essay-with-a-rubric-and-using-transitions-to-connect-claims-evidence-and-reasoning/additional-materials?card=102039</p> <ul style="list-style-type: none"> • The Timed Writing Practice Draft • The Writing Rubric and Checklist • Timed Writing Exemplar • Highlighters | <ul style="list-style-type: none"> • Review a peer’s draft and share feedback. (9-10.W.PDW.5) • Revise body paragraphs to include transitions between claims, evidence, and reasoning. (9-10.W.PDW.5) <p><u>Agenda</u> Lesson 22, <u>Fahrenheit 451</u> Unit, LearnZillion</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> Students are peer editing full essay drafts from the previous lesson.</p> |
| <p>Lesson 23</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> <u>Fahrenheit 451</u> by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12223-lesson-23-analyzing-how-mood-develops-the-themes/additional-materials?card=102046</p> <ul style="list-style-type: none"> • Reading, Conversations Stems, and Discussion Tracker Handout • Anchor Text Theme Tracker • Vocabulary Log • Dialectical Journal Handout | <p><u>Guiding Question:</u> How does the mood of the text develop the themes?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read “The Sieve and the Sand” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze the mood in the text. (9-10.RL.KID.2) <p><u>Agenda</u> Students complete Lesson 23, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students analyze the anchor text for mood and how it develops theme.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Slide 5</p> <ul style="list-style-type: none"> • For the first dialectical journal text excerpt: <ul style="list-style-type: none"> ○ What does “mobilized” mean in the passage? ○ What do you notice about the language in this passage? ○ What does this reveal about the mood in the text? ○ What impact does this have on the reader? • For the second dialectical journal text excerpt: <ul style="list-style-type: none"> ○ What do you notice about the language in this passage? ○ What does this reveal about the mood in the text? ○ What impact does this have on the reader? |

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| | <p>Slide 6</p> <ul style="list-style-type: none"> • What is the meaning of melancholy? • What is the mood of this stanza? <p>Slide 7</p> <ul style="list-style-type: none"> • What is the meaning of certitude? • What is the mood of this poem? • How does this poem connect to the themes in <u>Fahrenheit 451</u>? <p><u>Daily Writing Practice</u> Have students respond in a paragraph or two to the following prompt in their reading journal as an exit ticket: How does the poem that Montag reads at the end of this section connect to the themes of <u>Fahrenheit 451</u>?</p> |
| Lesson 24 | Instructional Plan |
| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12224-lesson-24-practice-cold-read-task/additional-materials?card=102053</p> <ul style="list-style-type: none"> • Anchor Text Theme Tracker • Vocabulary Log • Practice Cold-Read Task Handout | <p>Formative Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Complete a practice cold-read task in preparation for the assessment at the end of the unit. <p><u>Agenda</u> Students complete Lesson 24, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students complete a cold read task.</p> |
| Lesson 25 | Instructional Plan |

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| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12225-lesson-25-reviewing-the-practice-cold-read-task/additional-materials?card=102060</p> <ul style="list-style-type: none"> • Textual Analysis Protocol and Discussion Tracker • Practice Cold-Read Task Handout • Highlighter | <p>Review of Formative Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Review the practice cold-read task. <p><u>Agenda</u> <u>Lesson 25</u>, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students review the assessment from the previous lesson.</p> |
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Week 6

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

Writing

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Lesson 26 | Instructional Plan |
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| <p><u>High Quality Text(s):</u></p> <p><u>Fahrenheit 451</u> by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12226-lesson-26-analyzing-imagery-figurative-language-and-symbolism-in-a-literary-text/additional-materials?card=102067</p> <ul style="list-style-type: none"> Text Analysis Protocol and Discussion Tracker Handout Anchor Text Theme Tracker Reading Log | <p><u>Guiding Question:</u> How do imagery, figurative language, and symbolism contribute to Montag's transformation and the themes of the text?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Read "Burning Bright" from <u>Fahrenheit 451</u> by Ray Bradbury in collaborative groups. Analyze imagery, figurative language, and symbolism in the text. (9-10.RL.KID.3) <p><u>Agenda</u> Students complete <u>Lesson 26</u>, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students continue reading and analyzing the anchor text.</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> Montag makes an important choice in this section. What is the impact of Montag's choice? <p>Slide 6</p> <ul style="list-style-type: none"> What does the earthquake symbolize? How does this develop the theme in the text? <p>Slide 7</p> <ul style="list-style-type: none"> What is the significance of the following section of the text: Montag only said, "We never burned right..." <p>Slide 8</p> <ul style="list-style-type: none"> What patterns do you see in the highlighted imagery and figurative language? What does this reveal about Montag's transformation? Does Montag still feel, like he did on the first page of this novel that "It was a pleasure to burn?" How does this help to develop the themes? <p><u>Daily Writing Practice</u></p> |

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| | As an exit ticket or for homework, ask that students summarize their reading of this section. Also ask that students consider how symbolism develops themes within the text. Students should use writing space to identify examples of symbolism and explain how it is used to develop a specific theme. |
| Lesson 27 | Instructional Plan |
| <p>High Quality Text(s): <u>Fahrenheit 451</u> by Ray Bradbury, 890L</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12227-lesson-27-analyze-character-interactions-irony-and-allusion-and-how-they-develop-theme/additional-materials?card=102074</p> <ul style="list-style-type: none"> • Text Analysis Protocol and Discussion Tracker Handout • Anchor Text Theme Tracker • Reading Log • Evolution of Montag Handout | <p>Guiding Questions: How is Montag evolving? How does the author use irony and allusion to develop the themes?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Read “Burning Bright” from <u>Fahrenheit 451</u>. • Analyze Beatty and Faber’s influence on Montag. (9-10.RL.KID.3) • Identify and analyze irony and allusion in the text. (9-10.RL.KID.2) <p>Agenda Students complete Lesson 27, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will continue to read the anchor text and analyze the text for character and theme development.</p> <p>Text-Dependent/Text-Specific Questions (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • How is Montag evolving? <p>Slide 6</p> <ul style="list-style-type: none"> • What does excerpt reveal about Beatty? Do you agree with this, based on what you’ve read about Beatty in the text? • What impact does this have on Montag? <p>Slide 7</p> <ul style="list-style-type: none"> • What does this passage reveal about Beatty? • How does Montag’s later realization impact how you interpret this passage? • How does this develop the themes in this text? <p>Slide 8</p> <ul style="list-style-type: none"> • What is Faber’s function in the story? <p>Daily Writing Practice In a paragraph or two, ask students to respond to the guiding questions in their reading log. Encourage student to use specific textual evidence.</p> |
| Lesson 28 | Instructional Plan |

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| <p>High Quality Text(s): Fahrenheit 451 by Ray Bradbury, 890L</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12228-lesson-28-analyzing-symbolism-structure-and-character-interactions-in-the-text/additional-materials?card=102081</p> <ul style="list-style-type: none"> • Text Analysis Protocol and Discussion Tracker Handout • Anchor Text Theme Tracker • Reading Log • Evolution of Montag Handout | <p>Guiding Question: What plan do the intellectuals have for changing society?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Discuss the homework. • Read “Burning Bright” from <u>Fahrenheit 451</u> by Ray Bradbury. • Analyze how Granger influences Montag. (9-10.RL.KID.3) <p>Agenda Students complete Lesson 28, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson students continue to read and analyze the text for character and theme development.</p> <p>Text-Dependent/Text-Specific Questions (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • What does the river symbolize in this passage? • How does this develop the themes of the text? <p>Slide 6</p> <ul style="list-style-type: none"> • Why does Bradbury use flashback in this section of text and how does this develop theme? <p>Slide 7</p> <ul style="list-style-type: none"> • What plan do the intellectuals have for changing society? <p>Slide 8</p> <ul style="list-style-type: none"> • What does this passage reveal about Granger? • What does this passage reveal about Granger’s impact on Montag? <p>Slide 9</p> <ul style="list-style-type: none"> • What is the significance of the first sentence? • How are the book burners different from and similar to the firemen? • What does this passage reveal about Granger? <p>Daily Writing Practice In preparation for the class discussion on slide 9, have students write out their responses to the discussion question in a paragraph using textual evidence.</p> |
| <p>Lesson 29</p> | <p>Instructional Plan</p> |

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| <p><u>High Quality Text(s):</u> Fahrenheit 451 by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12229-lesson-29-analyzing-how-characters-evolve-whether-montag-is-a-hero-and-how-themes-develop-in-a-text/additional-materials?card=102088</p> <ul style="list-style-type: none"> • Text Analysis Protocol and Discussion Tracker Handout • Anchor Text Theme Tracker • Reading Log • Evolution of Montag Handout • Recurring Symbolism Handout | <p><u>Guiding Questions:</u> How does Bradbury use symbolism in this section of the text? Is Montag a hero? How has Montag influenced his own development?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze Montag’s interactions with other characters and how he has evolved over the course of the book. • Analyze images of fire and hands in the text. (9-10.RL.KID.2) • Analyze how Bradbury develops themes in the text. (9-10.RL.KID.2) <p><u>Agenda</u> Students complete Lesson 29, Fahrenheit 451 Unit, LearnZillion. In this lesson, students continue to read to analyze the text for the development of the theme.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • How does Bradbury use symbolism in this section of the text? <p>Slide 8</p> <ul style="list-style-type: none"> • Is Montag a hero? <p>Slide 9</p> <ul style="list-style-type: none"> • What is this illustrator’s perspective on whether Montag is a hero or not? • What evidence from the image supports your claim? <p>Slide 10</p> <ul style="list-style-type: none"> • How has Montag influenced his own development? <p><u>Daily Writing Practice</u> Students complete a brief writing assignment on the Evolution of Montag handout.</p> |
| Lesson 30 | Instructional Plan |

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| <p><u>High Quality Text(s):</u> "I Am Very Real" by Kurt Vonnegut (letter)</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12230-lesson-30-analyzing-tone-point-of-view-and-argument-in-an-informational-text/additional-materials?card=102095</p> <ul style="list-style-type: none"> • Reading Protocol, Conversation Stems, and Discussion Tracker • Central Idea and Theme Tracker • Reading Log • Highlighters | <p><u>Guiding Question:</u> What connections can be made between Vonnegut’s letter and Bradbury’s novel?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read “I Am Very Real” by Kurt Vonnegut. • Analyze the author’s tone and point of view. (9-10.RI.CS.6) • Assess the author’s claims, evidence, reasoning, and counterclaims. (9-10.RI.IK1.8) <p><u>Agenda</u> Students complete Lesson 30, Fahrenheit 451 Unit, LearnZillion.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What connections can you make between this text and Fahrenheit 451? <p>Slide 7</p> <ul style="list-style-type: none"> • How does Vonnegut organize the letter? • Compare and contrast this organization to the organization that you use when you write. <p>Slide 8</p> <ul style="list-style-type: none"> • Does Vonnegut write precise claims? Are the claims supported by relevant evidence and logical reasoning? <p>Slide 9</p> <ul style="list-style-type: none"> • Is Vonnegut effective in developing his argument? <p><u>Daily Writing Practice</u> In preparation for the whole group discussion, provide students with time to write out their response to the question as outlined on slide 9. Encourage students to use evidence from the text.</p> |
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Week 7

Instructional Focus

Reading: Literature

9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- Introduce precise claim(s).
 - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 31

Instructional Plan

High Quality Text(s):

Guiding Question: How is a theme of Fahrenheit 451 shaped by a literary element or device?

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| <p><u>Fahrenheit 451</u> by Ray Bradbury, 890L</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12231-lesson-31-organizing-and-writing-claims-and-counterclaims-for-an-analysis-essay/additional-materials?card=102102</p> <ul style="list-style-type: none"> • Culminating Writing Task Handout • Culminating Writing Task Rubric • Culminating Writing Task Organizer • Anchor Text Theme Tracker | <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create an outline for the culminating writing task. (9-10.W.TTP.1,9-10.W.RBPK.9) • Develop claims, evidence, reasoning, and counterclaims for the culminating writing task. (9-10.W.TTP.1,9-10.W.RBPK.9) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students complete Lesson 31, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson students prepare for the culminating writing task. • Consider using a rubric similar to the state assessment rubric to assess this performance task. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • What are the key elements of this essay? <p><u>Daily Writing Practice</u> Students complete a draft of the argumentative essay.</p> |
| <p>Lesson 32</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> <u>Fahrenheit 451</u> by Ray Bradbury, 890L</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Culminating Writing Task Handout • Culminating Writing Task Rubric • Culminating Writing Task Organizer • Anchor Text Theme Tracker • Draft Essay | <p><u>Guiding Question:</u> How does Bradbury use literary elements and literary devices to develop themes in <u>Fahrenheit 451</u>.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Practice using semicolons in our writing. (9-10.W.PDW.5) • Revise and edit our draft essay. (9-10.W.PDW.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 32, <u>Fahrenheit 451</u> Unit, LearnZillion • Students should share drafts with a peer for feedback then be given time to revise writing. • Consider using a rubric similar to the state assessment rubric to assess this performance task <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • How is the text in each box similar? How is it different? • Based on how it is used in this text, what is the purpose of a semicolon? <p><u>Daily Writing Practice</u></p> |

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| | Students are drafting and revising essay drafts. |
| Lesson 33 | Instructional Plan |
| <p><u>High Quality Text(s):</u> “The Country That Stopped Reading” from <i>The New York Times</i> by David Toscana</p> <p>“Video Games and the Future of Storytelling” from <i>Big Think</i> by Salman Rushdie</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12233-lesson-33-analyzing-informational-texts-in-collaborative-groups/additional-materials?card=102116</p> <ul style="list-style-type: none"> • Socratic Seminar Handout • Extension Task Handout • Final Essay Draft | <p><u>Guiding Question:</u> What are some additional perspectives on reading in our society?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read two informational texts. • Analyze the author’s point of view. (9-10.RI.KID.3) • Determine the central idea of the text. (9-10.RI.KID.2) <p><u>Agenda</u> Students complete Lesson 33, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will read and determine the central idea of two information texts.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 7</p> <ul style="list-style-type: none"> • What is the author’s point of view? What central ideas are revealed in the text? What evidence from the text supports this? <p><u>Daily Writing Practice</u> For homework, have students complete a reading log entry that considers the multiple perspectives of the importance of reading as presented by the various authors in this unit.</p> |
| Lesson 34 | Instructional Plan |

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| <p>High Quality Text(s): <u><i>The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains</i> by Leo Widrich</u></p> <p>Materials: <u>https://scsk12.learnzillion.com/lesson_plans/14158-lesson-34-analyzing-an-informational-text-in-collaborative-groups-and-preparing-for-the-socratic-seminar/additional-materials?card=127751</u></p> <ul style="list-style-type: none"> • Socratic Seminar Handout • Extension Task Handout | <p><u>Guiding Question:</u> What issues raised in <u>Fahrenheit 451</u> remain critical to our society today?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Read an informational text. • Analyze the author’s point of view. (9-10.RI.KID.3) • Determine the central idea of the text. (9-10.RI.KID.2) • Review and respond to the Socratic seminar prompts. <p><u>Agenda</u> Students complete <u>Lesson 34</u>, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students will read and determine the central idea of an information text.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 5</p> <ul style="list-style-type: none"> • What is the author’s point of view? What central ideas are revealed in the text? What evidence from the text supports this? <p><u>Daily Writing Practice</u> For homework, have students complete a reading log entry that considers the multiple perspectives of the importance of reading as presented by the various authors in this unit.</p> |
| <p>Lesson 35</p> | <p>Instructional Plan</p> |
| <p>High Quality Text(s): <u><i>“The Country That Stopped Reading”</i> from <i>The New York Times</i> by David Toscana</u></p> <p><u><i>“Video Games and the Future of Storytelling”</i> from <i>Big Think</i> by Salman Rushdie</u></p> <p><u><i>The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains</i> by Leo Widrich</u></p> <p>Materials: <u>https://scsk12.learnzillion.com/lesson_plans/12234-lesson-35-engaging-in-a-socratic-</u></p> | <p><u>Guiding Question:</u> What issues raised in <u>Fahrenheit 451</u> remain critical to our society today?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Prepare for and engage in a Socratic seminar. • Practice posing and responding to questions; clarifying, verifying, and challenging ideas; making connections to broader ideas; and summarizing points of agreement and disagreement. (9-10.W.RBPK.9) • Develop a question for research. (9-10.W.PDW.4) <p><u>Agenda</u> Students complete <u>Lesson 35</u>, <u>Fahrenheit 451</u> Unit, LearnZillion. In this lesson, students participate in a Socratic seminar.</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Slide 5</p> |

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| <p>seminar-and-developing-a-research-question/additional-materials?card=102123</p> <ul style="list-style-type: none"> • Socratic Seminar Handout • Reading Protocol, Conversation Stems, and Discussion Tracker Handout | <ul style="list-style-type: none"> • According to the various authors and point of views presented in the texts we've read in this unit, what is the value of reading? • Do we need books and stories? Are they Important? Why? What are we denied when we are denied access to books? • Has our society learned from <u>Fahrenheit 451</u>? • What issues raised in Fahrenheit 451 remain critical today? <p><u>Daily Writing Practice</u> Students draft research questions and begin locating sources for the extension task.</p> |
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Week 8

Instructional Focus

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- Introduce precise claim(s).
 - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

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| <p>9-10.W.PDW.5</p> <p>9-10.W.RBPK7</p> <p>9-10.W. RBPK.8</p> <p>9-10.W.RBPK.9</p> <p>9-10.W.RW.10</p> | <p>D. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>F. Establish and maintain a formal style and objective tone.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</p> <p>Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p>Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> |
| <p>Language</p> <p>9-10.L.CSE.1</p> <p>9-10.L.CSE.2</p> <p>9-10.L.KL.3</p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> |
| <p>Speaking and Listening</p> <p>9-10.SL.CC.1</p> | <p>Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> |
| <p>Lesson 36</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> “Reading Books is Fundamental” from <i>The New York Times</i> by Charles M. Blow</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/</p> | <p>Cold-Read Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Assess our ability to read, understand, and express our understanding of a new text. <p><u>Agenda</u></p> |

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| <p>12235-lesson-36-cold-read-task-part-1/additional-materials?card=102130</p> <ul style="list-style-type: none"> Cold Read Task Assessment and Answer Sheet | <p>Students complete the Cold-Read task as outlined in Lesson 36, Fahrenheit 451 Unit, LearnZillion.</p> |
| <p>Lesson 37</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> “Reading Books is Fundamental” from <i>The New York Times</i> by Charles M. Blow</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12236-lesson-37-cold-read-task-part-2/additional-materials?card=102137</p> <ul style="list-style-type: none"> Cold Read Task Assessment and Answer Sheet All Unit Texts | <p>Cold-Read Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Continue to assess our ability to read, understand, and express our understanding of a new text by writing an essay response. <p><u>Agenda</u> Students complete the Cold-Read task as outlined in Lesson 37, Fahrenheit 451 Unit, LearnZillion.</p> |
| <p>Lesson 38</p> | <p>Instructional Plan</p> |
| <p><u>High Quality Text(s):</u> N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Research Planning Handout Index Cards | <p>Extension Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Organize information from sources. Paraphrase and cite information from sources. <p><u>Agenda</u> Students complete Lesson 38, Fahrenheit 451 Unit, LearnZillion. In this lesson, students will organize and paraphrase collected research.</p> <p><u>Daily Writing Practice</u> Students are preparing evidence for the extension task.</p> |
| <p>Lesson 39</p> | <p>Instructional Plan</p> |

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| <p><u>High Quality Text(s):</u> N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Extension Task Handout • Research Planning Handout • Completed Notes on Index Cards • Research Essay Organizer • Research Essay Rubric | <p>Extension Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Organize ideas for the research essay using the notes on index cards. • Outline a research essay by developing claims, evidence, reasoning, and counterclaims. • Assess a peer’s claims, evidence, and reasoning. <p><u>Agenda</u> Students complete Lesson 39, Fahrenheit 451 Unit, LearnZillion. In this lesson, students continue to work on the research essay.</p> <p><u>Daily Writing Practice</u> Students continue to work on the extension task. Students draft the research essay for homework.</p> |
| Lesson 40 | Instructional Plan |
| <p><u>High Quality Text(s):</u> N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Research Essay Organizer • Extension Task Handout • Extension Task Rubric • Draft Essay • Highlighters | <p>Extension Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Revise the research essay draft. • Engage in a peer conference to edit the research essay draft. <p><u>Agenda</u> Students complete Lesson 40, Fahrenheit 451 Unit, LearnZillion. In this lesson, students continue to work on the extension task.</p> <p><u>Daily Writing Practice</u> Students continue to work on the extension task.</p> |

Week 9**Instructional Focus****Writing**

- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.PKI.6 Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

| Lesson 41 | Instructional Plan |
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| <p><u>High Quality Text(s):</u> N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Extension Task Handout • Final Research Essay • Extension Task Presentation Rubric • Highlighters • Index Cards | <p>Extension Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Determine the main ideas of a persuasive speech. • Create clear and concise bullet points for a persuasive speech. <p><u>Agenda</u> Students complete Lesson 41, Fahrenheit 451 Unit, LearnZillion. In this lesson, students prepare to present their research.</p> <p><u>Daily Writing Practice</u> Students prepare a presentation.</p> |
| Lesson 42 | Instructional Plan |
| <p><u>High Quality Text(s):</u> N/A</p> <p><u>Materials:</u> Final Index Cards Speech Evaluation Handouts</p> | <p>Extension Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Present the persuasive speech. • Evaluate our peers' speeches. |

Agenda

Students complete [Lesson 42](#), Fahrenheit 451 Unit, LearnZillion. Students present their speech and evaluate peer speeches.