***Collections* Grade 10 Second Quarter**

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| **Collection 3:**  **Responses to Change**  **Collection 3 Academic Vocabulary:** *abstract, evolve, explicit, facilitate, infer* | **Primary CCSS in Collection 3:**  RL 1, RL 2, RL 7, RI 2, RI 3, RI 4  W 1a–e, W 2, W 2a, W 2c, W 2d, W 4, W 9a–b  SL 1, SL 1a–d, SL 3, SL 5  L 1, L 1b, L 4a–d, L 5a |

| **Timeline** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessments** | **Vocabulary/Language Conventions** |
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| 5 days | *Performance Assessment*  Unit 1: Writing an Argument  Step 1 and 2 | Write an argumentative essay.  Cite and discuss evidence to support a claim.  Acknowledge opposing view and refute with evidence.  W.2 | Should a business have the right to ban teenagers? | Claim  Counterclaim  Refute |
| 7 days | **ANCHOR TEXT**  Novella  *The Metamorphosis*  Franz Kafka  Page 93 TE | Support Inferences  RL 1 | Selection Test  Page 106, #2  Kafka provides many details about how Gregor interacts with his parents. Based on these details, what can you infer about Gregor’s relationship with his mother and father? Use text evidence to support your inferences. | vermin, subordinate, plaintively, enunciate  Verifying Word Meanings  L 4d  Prepositional, Adjectival, and Adverbial Phrases W 4, SL 1, L 1b |
| 5 days | **ANCHOR TEXT**  Graphic Novel  from *The Metamorphosis*  by Peter Kuper  page 107 TE | Analyze Representations in Different Mediums  RL 7 | Selection Test  Page 126, #4  The literary term “Kafkaesque” describes a distorted and oppressive sense of reality. Based on your careful reading of both works, is Kuper’s graphic novel Kafkaesque? Use evidence from both works to support your ideas.  Student Close Reader page 50  Short Response  In what ways does Sexton’s poem evoke the painting? What parts of the painting does she emphasize? Review your reading notes, and be sure to cite text evidence from the poem and the painting in your response. |
| 4 days | **CLOSE READER**  Poem  “The Starry Night”  by Anne Sexton  Painting  “The Starry Night”  by Vincent Van Gogh  Page 128b TE |
| 5 days | SCIENCE WRITING  From *Simplexity*  by Jeffrey Kluger  page 129 TE | Analyze Author’s Order: Cause and Effect  RI 3  Determine Technical Meanings  RI 4, L 4a–d | Selection Test  Page 134, #2  Using context clues in lines 19-34, determine the technical meaning of “complexity arc” as it is used in the text.  #5  Consider the problems that can cause “a smooth stream of downward flowing evacuees to turn turbulent” (lines 126-128). Describe the causes and effects in this sequence of events. | chaotically, reallocate, turbulence, proximity, propagate  Figurative Meanings  RI 4, L 5a  Transitional Words and Phrases  W 2c |
| 3 days | POEM  “Magic Island”  by Kathy Song  page 137 TE | Support inferences about theme.  RL 1, RL 2 | Selection Test  Page 139, #3  Use your observations about the poem to summarize its theme. | C Noun Phrases and Verb Phrases  L 1b |
| **Timeline** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessments** | **Vocabulary/Language Conventions** |
| 3 days | MEDIA ANALYSIS  Documentary Film  from *Rivers and Tides*  by Thomas Riedelsheimer  page 73 | Analyze development of ideas.  RI 2, RI 3 | Selection Test  Page 144, #5  What special effects does the film use to help the viewer link the sculptures to the idea of time and changes over time? | none |
| 4 days | **CLOSE READER**  Science Writing  “Life After People”  By Dolores Vasquez | Analyze development of ideas.  RI 2, RI 3 | Student Close Reader page 54  Use the central idea of the article and its development over the course of the article to write an objective summary of the text. | none |
| 5 days | **End-of-Collection Assessments:**  Performance Task B: Write an Argument W 1a–e, W 9a–b (page 149)  Unit 3 Collections Test | | | |

NOTE: Teachers should work together at each school site in making decisions about adjustments in pacing, exclusion of selections within a collection, and novel study.