***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 4W 1a–e, W 2, W 2a, W 2c, W 2d, W 4, W 9a–bSL 1, SL 1a–d, SL 3, SL 5L 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 ArgumentStep 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? | ClaimCounterclaimRefute |
| 7 days | **ANCHOR TEXT**Novella*The Metamorphosis*Franz KafkaPage 93 TE | Support InferencesRL 1 | Selection Test Page 106, #2Kafka 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, enunciateVerifying Word Meanings L 4dPrepositional, Adjectival, and Adverbial Phrases W 4, SL 1, L 1b |
| 5 days | **ANCHOR TEXT**Graphic Novelfrom *The Metamorphosis* by Peter Kuperpage 107 TE | Analyze Representations in Different MediumsRL 7 | Selection TestPage 126, #4The 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 50Short ResponseIn 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 SextonPainting“The Starry Night”by Vincent Van GoghPage 128b TE |
| 5 days | SCIENCE WRITINGFrom *Simplexity*by Jeffrey Klugerpage 129 TE | Analyze Author’s Order: Cause and EffectRI 3Determine Technical MeaningsRI 4, L 4a–d | Selection TestPage 134, #2Using context clues in lines 19-34, determine the technical meaning of “complexity arc” as it is used in the text.#5Consider 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, propagateFigurative Meanings RI 4, L 5aTransitional Words and Phrases W 2c |
| 3 days | POEM“Magic Island”by Kathy Songpage 137 TE | Support inferences about theme.RL 1, RL 2 | Selection TestPage 139, #3Use 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 ANALYSISDocumentary Filmfrom *Rivers and Tides*by Thomas Riedelsheimerpage 73 | Analyze development of ideas.RI 2, RI 3 | Selection TestPage 144, #5What 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 54Use 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.