Program Planning Guide

Level II

EMC Publishing
ST. PAUL • INDIANAPOLIS
## CONTENTS

**Introduction** vii  
**Core Standards-Based Selections Chart** viii  
**Reading Log & Evaluation Forms** xiii

### Unit 1

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Fiction Opener</td>
<td>1</td>
</tr>
<tr>
<td>Literary Element: Understanding Plot / After Twenty Years / Vocabulary &amp; Spelling Workshop: Denotation and Connotation</td>
<td>3</td>
</tr>
<tr>
<td>Literary Element: Understanding Setting / The Inn of Lost Time / Grammar &amp; Style Workshop: Subject-Verb Agreement</td>
<td>7</td>
</tr>
<tr>
<td>The Portrait / Grammar &amp; Style Workshop: Pronoun-Antecedent Agreement</td>
<td>9</td>
</tr>
<tr>
<td>A Day’s Wait / Mars Climate Orbiter Team Finds Likely Cause of Loss</td>
<td>11</td>
</tr>
<tr>
<td>The War of the Wall / Grammar &amp; Style Workshop: Nominative and Objective Pronouns</td>
<td>13</td>
</tr>
<tr>
<td>The Foghorn / The Aqualung</td>
<td>15</td>
</tr>
<tr>
<td>Rikki-Tikki-Tavi / The Green Mamba</td>
<td>17</td>
</tr>
<tr>
<td>Uncle Tony’s Goat</td>
<td>19</td>
</tr>
<tr>
<td>The Serial Garden</td>
<td>21</td>
</tr>
<tr>
<td>Writing Workshop: Expository Writing—Responding to a Short Story</td>
<td>23</td>
</tr>
<tr>
<td>Speaking &amp; Listening Workshop: Giving and Actively Listening to Oral Summaries</td>
<td>24</td>
</tr>
<tr>
<td>Test Practice Workshop</td>
<td>25</td>
</tr>
</tbody>
</table>

### Unit 2

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2 Fiction Opener</td>
<td>26</td>
</tr>
<tr>
<td>Literary Element: Understanding Point of View / Hollywood and the Pits</td>
<td>28</td>
</tr>
<tr>
<td>Literary Element: Understanding Theme / The Scholarship Jacket / Grammar &amp; Style Workshop: Comma Use</td>
<td>30</td>
</tr>
<tr>
<td>Amigo Brothers / from The Greatest: Muhammad Ali / Vocabulary &amp; Spelling Workshop: Prefixes, Roots, and Suffixes</td>
<td>32</td>
</tr>
<tr>
<td>Four Skinny Trees</td>
<td>34</td>
</tr>
<tr>
<td>The White Umbrella / Grammar &amp; Style Workshop: Independent and Dependent Clauses</td>
<td>36</td>
</tr>
<tr>
<td>Jed’s Grandfather / The Courage That My Mother Had</td>
<td>38</td>
</tr>
<tr>
<td>Antaeus / in the inner city</td>
<td>40</td>
</tr>
<tr>
<td>Seventh Grade / Grammar &amp; Style Workshop: Consistent Verb Tense</td>
<td>42</td>
</tr>
<tr>
<td>Papa’s Parrot</td>
<td>44</td>
</tr>
<tr>
<td>The Smallest Dragonboy</td>
<td>46</td>
</tr>
<tr>
<td>Writing Workshop: Narrative Writing—Writing a Short Story</td>
<td>48</td>
</tr>
<tr>
<td>Speaking &amp; Listening Workshop: Giving and Actively Listening to Literary Presentations</td>
<td>49</td>
</tr>
<tr>
<td>Test Practice Workshop</td>
<td>50</td>
</tr>
</tbody>
</table>

### Unit 3

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 Nonfiction Opener</td>
<td>51</td>
</tr>
<tr>
<td><em>from</em> An American Childhood / Grammar &amp; Style Workshop: Phrases</td>
<td>53</td>
</tr>
<tr>
<td>Elizabeth I / Vocabulary &amp; Spelling Workshop: Greek, Latin, and Anglo-Saxon Roots</td>
<td>55</td>
</tr>
<tr>
<td>Literary Element: Understanding the Essay / Names/Nombres / Face It</td>
<td>57</td>
</tr>
<tr>
<td>The Eternal Frontier / Grammar &amp; Style Workshop: Sentence Types</td>
<td>59</td>
</tr>
<tr>
<td><em>from</em> Off the Court / A Black Athlete Looks at Education</td>
<td>61</td>
</tr>
</tbody>
</table>
Was Tarzan a Three-Bandage Man? 63
Fish Cheeks / Grammar & Style Workshop: Fragments and Run-on Sentences 65
A Bittersweet Memoir / Searching for January 67
Madam C. J. Walker / The Sunflower Quilting Bee at Arles 69
from Barrio Boy 71
The Night the Bed Fell 73
Writing Workshop: Expository Writing—Cause-and-Effect Essay 75
Speaking & Listening Workshop: Giving and Actively Listening to Informative Presentations 76
Test Practice Workshop 77

Unit 4
Unit 4 Nonfiction Opener 78
The Size of Things / Achieving Perspective / Grammar & Style: Adjective and Adverb Clauses 80
from The Sibley Guide to Birds / from Wild Turkey 82
Ships in the Desert / I Am a Native of North America / Grammar & Style Workshop: Simple and Compound Subjects 84
Mute Dancers: How to Watch a Hummingbird / The Hummingbird That Lived Through Winter / Vocabulary & Spelling Workshop: Context Clues 86
The Face of the Deep is Frozen / Fire and Ice 88
Hmong Storycloth / An Unforgettable Journey 90
Dust Bowl Photographs / Dust Changes America 92
Death in the Open 94
Astonishing Animals 96
Writing Workshop: Descriptive Writing—Descriptive Essay 98
Viewing Workshop: Critical Viewing 99
Test Practice Workshop 100

Unit 5
Unit 5 Poetry Opener 101
Literary Element: Understanding Imagery and Figurative Language / Gold 103
Feel Like a Bird 105
Literary Element: Understanding Sound Devices / Father William / Grammar & Style Workshop: Personal and Possessive Pronouns 107
Blackberry Eating / Vocabulary & Spelling Workshop: Synonyms and Antonyms 109
The Village Blacksmith / Grammar & Style Workshop: Nouns: Proper, Plural, Possessive, and Collective 111
Mother to Son 113
Under the Apple Tree / from The Botany of Desire / Grammar & Style Workshop: Reflexive and Intensive Pronouns 115
The Tropics in New York 117
Unfolding Bud / How to Eat a Poem 119
Haiku / from Lost in Translation 121
the sky was 123
Two People I Want to Be Like 125
Miracles 126
Early Song 128
Writing Workshop: Expository Writing—Compare-and-Contrast Essay 129
Speaking & Listening Workshop: Giving and Actively Listening to Expository Presentations 130
Test Practice Workshop 131

Unit 6

Unit 6 Poetry Opener 132
Theme in Yellow / Grammar & Style Workshop: Simple, Compound, Complex, and Compound-Complex Sentences 133
Once by the Pacific 135
Annabel Lee / The Highwayman 136
The Filling Station / Vocabulary & Spelling Workshop: Figurative Language 138
Name Giveaway / from An Indian Boy’s Story / Vocabulary & Spelling Workshop: Spelling by Syllables 140
Ancestors / Grammar & Style Workshop: Simple, Complete, and Compound Predicates 142
The Lost Parrot 144
For My Father 146
Money Order / Sisters 148
I’m Nobody 150
Refugee Ship 152
Literary Element: Understanding Meaning in Poetry / Loo Wit 153
The Pasture 155
Writing Workshop: Narrative Writing—Personal Narrative 156
Speaking & Listening Workshop: Giving and Actively Listening to Narrative Presentations 157
Test Practice Workshop 158

Unit 7

Unit 7 Drama Opener 159
A Defenseless Creature 161
A Christmas Carol: Scrooge and Marley, Act 2 / from A Christmas Carol / Vocabulary & Spelling Workshop: Using Dictionaries and Thesauruses 165
Let Me Hear You Whisper / from Going Ape Over Language 167
St. Crispian’s Day Speech / The Charge of the Light Brigade / Grammar & Style Workshop: Punctuation: Dashes, Semicolons, and Colons 169
The Monsters Are Due on Maple Street 171
Writing Workshop: Persuasive Writing—Persuasive Essay 173
Speaking & Listening Workshop: Giving and Actively Listening to Persuasive Presentations 174
Test Practice Workshop 175
## Unit 8

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8 Folk Literature Opener</td>
<td>176</td>
</tr>
<tr>
<td>Persephone and Demeter</td>
<td>178</td>
</tr>
<tr>
<td>Eshu</td>
<td>180</td>
</tr>
<tr>
<td>The Secret Name of Ra / <em>Akhenaton’s Hymn to the Sun</em> / Vocabulary &amp; Spelling Workshop: Homographs, Homophones, and Homonyms</td>
<td>182</td>
</tr>
<tr>
<td>Tsali of the Cherokees / Moving West: A Native American Perspective</td>
<td>184</td>
</tr>
<tr>
<td>We Are All One / Grammar &amp; Style Workshop: Misplaced Modifiers</td>
<td>186</td>
</tr>
<tr>
<td>Ant and Grasshopper / The Fox and the Crow / The Lion and the Statue</td>
<td>188</td>
</tr>
<tr>
<td>Phaëthon, Son of Apollo / Grammar &amp; Style: Dangling Modifiers</td>
<td>190</td>
</tr>
<tr>
<td>The Instruction of Indra / Such Perfection</td>
<td>192</td>
</tr>
<tr>
<td>Amaterasu</td>
<td>194</td>
</tr>
<tr>
<td>Aunty Misery</td>
<td>196</td>
</tr>
<tr>
<td>The Force of Luck</td>
<td>198</td>
</tr>
<tr>
<td>How the Snake Got Poison</td>
<td>200</td>
</tr>
<tr>
<td>The Rabbits Who Caused All the Trouble</td>
<td>201</td>
</tr>
<tr>
<td>Rabbit and the Tug of War</td>
<td>202</td>
</tr>
<tr>
<td><em>from</em> Ella Enchanted</td>
<td>203</td>
</tr>
<tr>
<td>Writing Workshop: Expository Writing—Research Report</td>
<td>204</td>
</tr>
<tr>
<td>Speaking &amp; Listening: Giving and Actively Listening to Research Presentations</td>
<td>205</td>
</tr>
<tr>
<td>Test Practice Workshop</td>
<td>206</td>
</tr>
</tbody>
</table>
**Introduction**

This comprehensive *Program Planning Guide* serves as a road map to the entire *Mirrors & Windows: Connecting with Literature* program. It lists all the components available for each lesson in the textbook and offers options that help you address your own curriculum needs, student requirements, and schedules. This integrated approach makes it easy to incorporate language arts skills such as reading, vocabulary, critical thinking, and media literacy into each lesson.

To help you meet the diverse needs of your students, the *Mirrors & Windows* program offers a wealth of material—much more than you can teach in one school year. As a result, one challenge you will face is identifying the resources that are best suited to your particular situation. The *Program Planning Guide* offers several tools to help you meet that challenge.

The guide begins with a Core Standards-Based Selections chart outlining a basic course of study for teaching the critical skills covered in formal language arts assessments. If you start your curriculum planning with this chart, you will know that you are teaching the key material your students need for success.

Three types of lesson plans are provided in the body of this guide:

- **Unit introduction** plans allow you to plan your teaching of each unit and introduce the unit.
- **Selection** plans include one or more selections, plus workshops and special features that are grouped with those selections.
- **End-of-unit workshop** plans cover the workshops that appear at the end of each unit.

The lesson plans begin with pacing, selection details (if applicable), and objectives. They are then broken into the following categories to provide easy identification of the information you need: Plan, Preview and Motivate, Teach, Differentiate Instruction, Review and Extend, and Assess. Each plan lists all the supplemental resources that support the lesson:

- **Meeting the Standards** activities and quizzes
- **Differentiated Instruction** lessons
- **Exceeding the Standards** lessons
- **Assessment Guide** tests and exams
- **Technology Tools:** EMC Launchpad, Annotated Teacher’s Edition on CD, Interactive Student Text on CD, ExamView® Assessment Suite on CD, ETS Online Criterion-Based Essay Grader (Grades 9–12), Visual Teaching Package, EMC Audio Library, EMC E-Library, and mirrorsandwindows.com

Additional planning materials appear in your *Annotated Teacher’s Edition*. The Visual Planning Guide at the start of each unit presents a quick view of the supplemental materials available for each selection. The Scope and Sequence Guide provides a breakdown of the apparatus for each selection, including literary elements, reading level and reading skills, cross-curricular connections, and the *Mirrors & Windows* theme.

The **E-Lesson Planner** packages the entire *Mirrors & Windows* program, including the lesson plans, in one easy-to-use calendar resource. With the **E-Lesson Planner**, you can link directly to activities listed in the lesson plans, search complete versions of all teacher resources, download correlated Common Core State Standards or your state standards directly into your lesson plans, customize lesson plans and save links to your own resources and lessons, drag and drop prepared lesson plans into a calendar, display multiple course plans on one calendar, and export completed course plans to your Microsoft® Outlook® calendar.
The selections and workshops listed here represent the core course of study students need to master critical skills that appear on formal assessments. To ensure standards coverage, students who are having difficulty may concentrate on only these selections and workshops. Students on and above grade level may read more selections.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Selections</th>
<th>Literary Skill</th>
<th>Reading / Informational Skills</th>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regular Schedule</td>
</tr>
<tr>
<td>UNIT 1 FICTION</td>
<td>After Twenty Years</td>
<td>Plot</td>
<td>Analysing Cause and Effect</td>
<td>3 days</td>
</tr>
<tr>
<td>Grammar &amp; Style</td>
<td>The Portrait</td>
<td>Plot</td>
<td>Analysing Cause and Effect</td>
<td>2 days</td>
</tr>
<tr>
<td>Workshops: Pronoun</td>
<td>A Day's Wait</td>
<td>Conflict</td>
<td>Drawing Conclusions</td>
<td>2 days</td>
</tr>
<tr>
<td>Antecedent Agreement;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative &amp; Objective</td>
<td>Informational Text: Mars Climate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronouns</td>
<td>Orbiter Team Finds Likely Cause</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Loss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary &amp; Spelling</td>
<td>The War of the Wall</td>
<td>Dialect</td>
<td>Analysing Cause and Effect</td>
<td>2 days</td>
</tr>
<tr>
<td>Workshop: Expository</td>
<td>Comparing Literature: Rikki-Tikki-</td>
<td>Personification,</td>
<td>Making Predictions, Asking Questions, Making</td>
<td>4 days</td>
</tr>
<tr>
<td>Writing: Responding</td>
<td>Tavi / The Green Mamba</td>
<td>Conflict, Setting</td>
<td>Inferences</td>
<td></td>
</tr>
<tr>
<td>to a Short Story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop: Giving &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively Listening to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Summaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Selections</td>
<td>Literary Skill</td>
<td>Reading / Informational Skills</td>
<td>Pacing</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FICTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Style</td>
<td>The Scholarship Jacket</td>
<td>Theme</td>
<td>Using Context Clues</td>
<td>3 days / 1.5 days</td>
</tr>
<tr>
<td>Workshops:</td>
<td>Amigo Brothers</td>
<td>Point of View</td>
<td>Drawing Conclusions, Clarifying Information</td>
<td>3 days / 1.5 days</td>
</tr>
<tr>
<td>Comma Use;</td>
<td>Informational Text:</td>
<td>Point of View</td>
<td>Drawing Conclusions</td>
<td>3 days / 1.5 days</td>
</tr>
<tr>
<td>Independent &amp;</td>
<td><em>The Greatest:</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependent Clauses;</td>
<td><em>Muhammad Ali</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent Verb</td>
<td>Four Skinny Trees</td>
<td>Description</td>
<td>Identifying Main Idea</td>
<td>1 day / 0.5 day</td>
</tr>
<tr>
<td>Tense</td>
<td>The White Umbrella</td>
<td>Mood</td>
<td>Comparing and Contrasting</td>
<td>2 days / 1 day</td>
</tr>
<tr>
<td>Speaking &amp;</td>
<td>Seventh Grade</td>
<td>Character</td>
<td>Identifying Sequence of Events</td>
<td>2 days / 1 day</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Writing:</td>
<td>Writing a Short Story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Workshop:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository Writing:</td>
<td>Cause-and-Effect Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp;</td>
<td>Elizabeth I</td>
<td>Biography</td>
<td>Distinguishing Fact from Opinion</td>
<td>4 days / 2 days</td>
</tr>
<tr>
<td>Listening</td>
<td>Primary Source</td>
<td>Meter, Setting</td>
<td>Analyzing the Effects of Form on Content</td>
<td></td>
</tr>
<tr>
<td>Workshop:</td>
<td>Connection: *Queen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository Writing:</td>
<td><em>Elizabeth’s Speech</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository Writing:</td>
<td><em>Her Last Parliament et al.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp;</td>
<td>Names/Nombres</td>
<td>Personal Essay</td>
<td>Identifying Author’s Purpose</td>
<td>3 days / 1.5 days</td>
</tr>
<tr>
<td>Listening</td>
<td>The Eternal Frontier</td>
<td>Persuasive Essay</td>
<td>Analyzing Main Idea &amp; Supporting Details</td>
<td>2 days / 1 day</td>
</tr>
<tr>
<td>Workshop:</td>
<td>Fish Cheeks</td>
<td>Sensory Details</td>
<td>Analyzing Text Structure</td>
<td>1 day / 0.5 day</td>
</tr>
<tr>
<td>Expository Writing:</td>
<td>Cause-and-Effect Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expository Writing:</td>
<td>Persuasive Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Selections</td>
<td>Literary Skill</td>
<td>Reading / Informational Skills</td>
<td>Pacing</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>UNIT 4 NONFICTION</td>
<td>from The Sibley Guide to Birds</td>
<td>Visual Media</td>
<td>Drawing Conclusions</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Anecdote: Information Text: from Wild Turkey</td>
<td>Anecdotely</td>
<td>Analyzing Author’s Perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analogy: Ships in the Desert</td>
<td>Analogy</td>
<td>Analyzing Main Idea &amp; Supporting Details</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Analog, Description: Information Text: I Am a Native of North America</td>
<td></td>
<td>Comparing &amp; Contrasting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description: Comparing Literature: Mute Dancers: How to Watch a Hummingbird / The Hummingbird That Lived Through Winter</td>
<td>Description</td>
<td>Asking Questions</td>
<td>3 days</td>
</tr>
<tr>
<td>UNIT 5 POETRY</td>
<td>Gold</td>
<td>Imagery</td>
<td>Identifying Main Idea</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>Metaphor &amp; Simile: Feel Like a Bird</td>
<td>Monitoring Comprehension</td>
<td></td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Rhyme: Father William</td>
<td>Analyzing the Effects of Form on Meaning</td>
<td></td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Alliteration: Blackberry Eating</td>
<td>Identifying Author’s Perspective</td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>Rhythm: The Village Blacksmith</td>
<td>Using Context Clues, Evaluating Author’s Purpose</td>
<td></td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Repetition: Mother to Son</td>
<td>Identifying Main Idea</td>
<td></td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Free Verse: Under the Apple Tree</td>
<td>Identifying Multiple Levels of Meaning</td>
<td></td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Tone, Voice: Information Text: from The Botany of Desire</td>
<td>Visualizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Selections</td>
<td>Literary Skill</td>
<td>Reading / Informational Skills</td>
<td>Pacing</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>-------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>UNIT 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POETRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp;</td>
<td>Once by the Pacific</td>
<td>Symbolism</td>
<td>Analyzing Text Organization</td>
<td>1 day</td>
</tr>
<tr>
<td>Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops:</td>
<td>Comparing Literature</td>
<td>Narrative Poem</td>
<td>Making Predictions, Identifying</td>
<td>1 day</td>
</tr>
<tr>
<td>Simple,</td>
<td>Annabel Lee / The</td>
<td></td>
<td>Cause &amp; Effect</td>
<td></td>
</tr>
<tr>
<td>Compound,</td>
<td>Highwayman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex, &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compound</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary &amp; Spelling Workshop: Figurative Language</td>
<td>The Filling Station</td>
<td>Tone</td>
<td>Identifying Main Idea</td>
<td>1 day</td>
</tr>
<tr>
<td>Writing Workshop: Narrative Writing: Personal Narrative</td>
<td>Name Giveaway</td>
<td>Lyric Poetry</td>
<td>Analyzing Text Organization</td>
<td>2 days</td>
</tr>
<tr>
<td>Speaking &amp; Listening Workshop: Giving &amp; Actively Listening to Narrative Presentations</td>
<td>Ancestors</td>
<td>Author’s Purpose</td>
<td>Analyzing Main Idea &amp; Supporting Details</td>
<td>1 day</td>
</tr>
<tr>
<td>I’m Nobody</td>
<td>Hyperbole</td>
<td>Summarizing</td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>The Pasture</td>
<td>Mood</td>
<td>Asking Questions</td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>UNIT 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp;</td>
<td>A Defenseless Creature</td>
<td>Drama</td>
<td>Identifying Cause and Effect</td>
<td>3 days</td>
</tr>
<tr>
<td>Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops:</td>
<td>A Christmas Carol:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbals:</td>
<td>Scrooge and Marley, Act 1</td>
<td>Plot</td>
<td>Drawing Conclusions</td>
<td>3 days</td>
</tr>
<tr>
<td>Simple,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerunds, &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infinitives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary &amp; Spelling Workshop: Using Dictionaries &amp; Thesauruses</td>
<td>Informational Text: from What Jane Austen Ate and Charles Dickens Knew</td>
<td>Mood</td>
<td>Identifying Main Idea</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop: Persuasive Writing: Persuasive Essay</td>
<td>A Christmas Carol: Scrooge and Marley, Act 2</td>
<td>Theme, Setting</td>
<td>Monitoring Comprehension, Making Inferences</td>
<td>4 days</td>
</tr>
<tr>
<td>Speaking &amp; Listening Workshop: Giving &amp; Actively Listening to Persuasive Presentations</td>
<td>Primary Source: from A Christmas Carol</td>
<td>Characterization</td>
<td>Asking Questions, Summarizing</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Selections</td>
<td>Literary Skill</td>
<td>Reading / Informational Skills</td>
<td>Pacing</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>UNIT 8</td>
<td>PERSEPHONE AND DEMETER</td>
<td>Myth</td>
<td>Monitoring Comprehension</td>
<td>2 days</td>
</tr>
<tr>
<td>FOLK LITERATURE</td>
<td></td>
<td></td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>Grammar &amp; Style Workshops:</td>
<td>ESHU</td>
<td>Folk Tale</td>
<td>Identifying the Main Idea</td>
<td>1 day</td>
</tr>
<tr>
<td>Misplaced Modifiers; Dangling Modifiers</td>
<td></td>
<td></td>
<td></td>
<td>0.5 day</td>
</tr>
<tr>
<td>Vocabulary &amp; Spelling Workshop:</td>
<td>THE SECRET NAME OF RA</td>
<td>Motivation</td>
<td>Analyzing Cause &amp; Effect</td>
<td>3 days</td>
</tr>
<tr>
<td>Homographs, Homophones, &amp; Homonyms</td>
<td></td>
<td></td>
<td></td>
<td>1.5 days</td>
</tr>
<tr>
<td>Writing Workshop: Expository Writing: Research Report</td>
<td>LITERATURE CONNECTION: FROM AKHENATON’S HYMN TO THE SUN</td>
<td>Sensory Details, Metaphor</td>
<td>Asking Questions, Paraphrasing</td>
<td></td>
</tr>
<tr>
<td>Literature Connection:</td>
<td>PHAETHON, SON OF APOLLO</td>
<td>Allegory</td>
<td>Drawing Conclusions</td>
<td>2 days</td>
</tr>
<tr>
<td>Homographs, Homophones, &amp; Homonyms</td>
<td></td>
<td></td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>Speaking &amp; Listening Workshop: Giving &amp; Actively Listening to Research Presentations</td>
<td>COMPARING LITERATURE: THE INSTRUCTION OF INDRÁ</td>
<td>Symbolism</td>
<td>Monitoring Comprehension, Comparing</td>
<td>3 days</td>
</tr>
<tr>
<td>PHAETHON, SON OF APOLLO</td>
<td></td>
<td></td>
<td></td>
<td>1.5 days</td>
</tr>
<tr>
<td>AUNTY MISERY</td>
<td>How the Snake Got Poison</td>
<td>Simile</td>
<td>Analyzing Cause and Effect</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.5 day</td>
</tr>
</tbody>
</table>

Core Standards-Based Selections
Name: ___________________________________ Date: ____________________

Reading Log

Week of ______________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Pages Read</th>
<th>Summary/Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>From</td>
<td>To</td>
</tr>
</tbody>
</table>

Total number of pages read this week: ____________________

Genres read this week (circle):

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Nonfiction</th>
<th>Poetry</th>
<th>Drama</th>
<th>Folk Literature</th>
</tr>
</thead>
</table>

© EMC Publishing, LLC

Program Planning Guide

READING LOG
Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

Evaluating Pair-Group Communication—Self-Evaluation

Use the scales on this page to analyze and rate yourself on the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you communicated with your partner and write a short evaluation. Suggest ways that you could improve your communication skills.

I made eye contact and maintained a relaxed posture.

| 4 | 3 | 2 | 1 | 0 |

I provided feedback as I listened.

| 4 | 3 | 2 | 1 | 0 |

I did not interrupt.

| 4 | 3 | 2 | 1 | 0 |

I rephrased what my partner said to show that I understood.

| 4 | 3 | 2 | 1 | 0 |

I controlled my emotions.

| 4 | 3 | 2 | 1 | 0 |

I backed up facts with details from the text and gave my opinions.

| 4 | 3 | 2 | 1 | 0 |

Overall score ____________________

Suggestions for improvement

__________________________________

__________________________________
Communicating in a Pair Group: Peer-Evaluation

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes
• making eye contact and maintaining a relaxed posture
• providing feedback as you listen
• not interrupting
• rephrasing what the speaker says to show you understand
• controlling your emotions
• distinguishing between facts and opinions

Evaluating Pair-Group Communication—Peer Evaluation

Use the scales on this page to analyze and rate your partner on the items below. Place a check mark at the point on the scale that you feel corresponds to your partner’s number for each item. Then give your partner an overall score for how well your partner communicated and write a short evaluation. Suggest ways that your partner could improve his or her communication skills.

My partner made eye contact and maintained a relaxed posture.

| 4 | 3 | 2 | 1 | 0 |

My partner provided feedback as he/she listened.

| 4 | 3 | 2 | 1 | 0 |

My partner did not interrupt.

| 4 | 3 | 2 | 1 | 0 |

My partner rephrased what I said to show that she/he understood.

| 4 | 3 | 2 | 1 | 0 |

My partner controlled his/her emotions.

| 4 | 3 | 2 | 1 | 0 |

My partner backed up facts with details from the text and gave her/his opinions.

| 4 | 3 | 2 | 1 | 0 |

Overall score ________________________
Suggestions for improvement ________________________
Communicating in a Small Group

Communicating in a small group requires all the elements of effective communication between two people. But when you’re working with a small group, it’s also necessary to observe some other guidelines. These include:

- respecting group norms, or rules that govern behavior for group members
- understanding group roles (possible group roles: reader, timekeeper, recorder, summarizer, foreperson)
- taking turns
- helping to create a positive climate
- establishing group goals

Evaluating Small-Group Communication

Use the scales on this page to analyze and rate your group on the items below. Place a check mark at the point on the scale that you feel corresponds to your group’s number for each item. Then give your group an overall score for how well it communicated and write a short evaluation. Suggest ways your group could improve its communication.

Group members understand and respect group norms.

4 3 2 1 0

Group members understand group roles.

4 3 2 1 0

Group members take turns participating.

4 3 2 1 0

Group members help to create a positive climate.

4 3 2 1 0

Group members work together to establish group goals.

4 3 2 1 0

Overall score ___________________

Suggestions for improvement

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

EVALUATION FORM 3
EVALUATION FORM 4
Communicating in a Large Group

Large groups require many of the same skills you use in a small group. However, large groups also require special communication skills. Some of these skills are

• sharing group roles so everyone can participate
• focusing on key relationships and finding key people to lead the group
• emphasizing group identity and setting reachable goals
• standing up when presenting
• avoiding "groupthink," the pressure to conform
• taking responsibility and helping each other finish tasks

Evaluating Large-Group Communication

Use the scales on this page to analyze and rate your group on items below. Place a check mark at the point on the scale that you feel corresponds to your group's number for each item. Then give your group an overall score for how well members communicated with each other and write a short evaluation. Suggest ways that your group could improve its communication skills.

Group members shared roles so everyone could participate.

4 3 2 1 0

Group members focused on key relationships and key people who could lead our group.

4 3 2 1 0

Group members emphasized a group identity and set reachable goals.

4 3 2 1 0

Group members stood up when making presentations.

4 3 2 1 0

Group members stated their opinions and were not pressured to conform.

4 3 2 1 0

Group members took responsibility for completing the assignment and helped each other finish tasks.

4 3 2 1 0

Overall score ________________
Suggestions for improvement

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

© EMC Publishing, LLC  Program Planning Guide  EVALUATION FORM 4  xvii
EVALUATION FORM 5

Asking Questions: Questioning Skills

Knowing the most effective ways to ask and answer questions in a group can help you become a great communicator. Here are some guidelines to remember when asking questions.

- Wait to be recognized.
- Make your questions short, clear, and direct.
- Don’t debate or argue with the speaker.
- Don’t take too much of others’ time.
- Don’t give a speech yourself.

Evaluating Questioning Skills

Use the scales on this page to analyze and rate your abilities for the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you asked questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

I waited to be recognized.

| 4 | 3 | 2 | 1 | 0 |

I asked short, clear, and direct questions.

| 4 | 3 | 2 | 1 | 0 |

I did not debate or argue with the speaker.

| 4 | 3 | 2 | 1 | 0 |

I did not take too much time asking questions.

| 4 | 3 | 2 | 1 | 0 |

I did not give a speech when I asked a question.

| 4 | 3 | 2 | 1 | 0 |

Overall score ____________________

Suggestions for improvement

______________________________

______________________________

______________________________

______________________________

______________________________
EVALUATION FORM 6

Answering Questions: Answering Skills

Here are some guidelines to remember when answering questions.

• Be prepared for a question-and-answer period.
• Be patient.
• Make your answers clear, short, and direct.
• Rephrase difficult questions.
• Be courteous.
• Try to handle difficult members of the audience gracefully.

Evaluating Answering Skills

Use the scales on this page to analyze and rate your abilities on the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you answered questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

I was prepared for a question-and-answer period.

4  3  2  1  0

I was patient.

4  3  2  1  0

I gave clear, short, and direct answers.

4  3  2  1  0

I rephrased difficult questions.

4  3  2  1  0

I was courteous.

4  3  2  1  0

I handled difficult members of the audience gracefully.

4  3  2  1  0

Overall score __________________
Suggestions for improvement

______________________________
______________________________
______________________________
Unit 1 Fiction Opener, p. 2

**Pacing**
- **Regular Schedule:** 1 day
- **Block Schedule:** 0.5 day

**Objectives**
Studying this lesson will enable students to
- connect the themes expressed in the selections to their own lives and to the world around them
- identify common forms of fiction, including the short story
- understand common elements of fiction, including plot, character, setting, and mood
- understand variations of literary forms and authors’ use of language to develop forms

**Plan the Unit**
Use the following resources to plan instruction for this unit:
- Unit 1 Visual Planning Guide: Unit-Based Resources, ATE, pp. 2A–2B
- Unit 1 Visual Planning Guide: Lesson-by-Lesson Resources, ATE, pp. 2C–2D
- Unit 1 Scope & Sequence Guide, ATE, pp. 2E–2H
- Unit 1 Building Vocabulary, ATE, pp. 2I–2J
- Launch the Unit, ATE, p. 2

**Teach the Unit Opener**
Choose from the following resources to teach the unit opener:
- Unit 1 Overview, SE/ATE, pp. 2–3
- Introduction to Fiction, SE/ATE, pp. 4–5
- Fiction Study Guide: Introduction, Meeting the Standards Unit 1, p. 1
- Fiction Study Guide: Master Vocabulary List, Meeting the Standards Unit 1, p. 18

**Differentiate Instruction**
Consider the following alternative teaching options to differentiate instruction:
- English Language Learning, ATE, p. 5

**Extend the Unit**
Choose from the following resources to extend the unit:
- For Your Reading List, SE/ATE, p. 125
- Unit 1, Exceeding the Standards: Grammar & Style, pp. 1–19
- Lifelong Learning: The Definition of Character: Part 1, Exceeding the Standards: Special Topics, pp. 1–2
- Media Literacy: Internet Research, Exceeding the Standards: Special Topics, pp. 3–5
- Unit 1, Exceeding the Standards: Vocabulary & Spelling, pp. 1–12
Assess
Administer the following assessment tool(s):
   ____ Formative Surveys 1 and 2, Assessment Guide, pp. 3–20
   ____ Reading Fluency Assessments, Passages 1 and 2, Assessment Guide, pp. 293–294
   ____ Unit 1 Exam, Assessment Guide, pp. 253–256

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:
   ☐ EMC Launchpad
   ☐ Annotated Teacher’s Edition on CD
   ☐ Interactive Student Text on CD
   ☐ ExamView® Assessment Suite on CD
   ☐ Visual Teaching Package
   ☐ ETS Online Criterion-Based Essay Grader (Grades 9–12)
   ☐ EMC Audio Library
   ☐ EMC E-Library
   ☐ mirrorsandwindows.com
LESSON PLAN

Name: ____________________________ Date: __________________

Literary Element: Understanding Plot, p. 6
After Twenty Years, p. 9
Vocabulary & Spelling Workshop: Denotation and Connotation, p. 16

Objectives
Studying this lesson will enable students to
• use reading skills such as analyzing cause and effect
• define plot and analyze how characters deal with conflict
• describe the literary accomplishments of O. Henry
• appreciate a story that has an unexpected twist

Guided Reading: Reading Model
• Reading Level: Moderate
• Difficulty Consideration: Vocabulary and irony
• Ease Factor: Plot twist

Pacing
• Regular Schedule: 3 days
• Block Schedule: 1.5 days

Before Reading

Teach the Feature(s)
Select from the following resources to teach the feature(s):
____ Literary Element: Understanding Plot, SE/ATE, pp. 6–7
____ Differentiated Instruction: Reading Proficiency, ATE, p. 7
____ Differentiated Instruction: English Language Learning, ATE, p. 7
____ Fiction Study Guide: Understanding Plot and Applying Plot to the Selections, Meeting the Standards Unit 1, pp. 2–5

Preview and Motivate

Choose from the following materials to preview the lesson and motivate your students:
____ Fiction Reading Model, SE/ATE, p. 8
____ Before Reading, SE/ATE, p. 9
____ How to Read Fiction, Meeting the Standards Unit 1, pp. 19–21
____ Build Background, Meeting the Standards Unit 1, p. 22

During Reading

Teach the Selection(s)
Choose from the following resources to teach the selection(s):
____ During Reading, SE/ATE, pp. 10–14
____ Reading Skills: Draw Conclusions, ATE, p. 13
____ Build Vocabulary: Using Context Clues with Outdated Words, Meeting the Standards Unit 1, p. 23
Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:
- Reading Proficiency, *ATE*, pp. 11, 12
- Kinesthetic Learning, *ATE*, pp. 11, 12
- English Language Learning, *ATE*, p. 12
- Enrichment, *ATE*, p. 14
- Author/Genre Study: Hallmark of O. Henry’s Short Stories, *Differentiated Instruction for Advanced Students*, pp. 1–3
- Analyze Cause and Effect, *Differentiated Instruction for English Language Learners*, pp. 1–9

After Reading
Review and Extend
Use the following materials to review and extend the lesson:
- After Reading, *SE/ATE*, p. 15
- Analyze Literature: Plot Diagrams, *Meeting the Standards Unit 1*, p. 25
- Extend the Text: Make Predictions, *Meeting the Standards Unit 1*, p. 26
- Summarize Fiction, *Exceeding the Standards: Literature & Reading*, pp. 1–2
- Narrative Writing: Tell About a Person in Action, *Exceeding the Standards: Writing*, pp. 1–6

Teach the Workshop
Select from the following materials to teach the workshop:
- Vocabulary & Spelling: Denotation and Connotation, *SE/ATE*, p. 16
- Denotation and Connotation, *Exceeding the Standards: Vocabulary & Spelling*, pp. 43–44

Assess
Administer the following assessment tool(s):
- Selection Quiz, *Meeting the Standards Unit 1*, p. 27

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
**LESSON PLAN**

Name: ___________________________ Date: ______________

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
</table>

**Literary Element: Understanding Characters**, p. 17


<table>
<thead>
<tr>
<th>Guided Reading: Reading Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Level: Moderate</td>
</tr>
<tr>
<td>Difficulty Consideration: Foreshadowing</td>
</tr>
<tr>
<td>Ease Factor: Short sentences and paragraphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Schedule: 4 days</td>
</tr>
<tr>
<td>Block Schedule: 2 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying this lesson will enable students to</td>
</tr>
<tr>
<td>use reading skills such as note taking</td>
</tr>
<tr>
<td>analyze character development</td>
</tr>
<tr>
<td>explore the work of Patricia and Frederick McKissack</td>
</tr>
<tr>
<td>synthesize content from different texts to appreciate a story about a dedicated worker</td>
</tr>
</tbody>
</table>

### Before Reading

#### Teach the Feature(s)
Select from the following resources to teach the feature(s):

2. Fiction Study Guide: Understanding Characters and Applying Characters to the Selections, *Meeting the Standards Unit 1*, pp. 6–8

### Preview and Motivate

Choose from the following materials to preview the lesson and motivate your students:

1. Fiction Reading Model, *SE/ATE*, p. 8
2. Before Reading, *SE/ATE*, p. 18
3. Build Background: History Connection, *Meeting the Standards Unit 1*, p. 29
4. Literary Connection: Metaphor, *Meeting the Standards Unit 1*, p. 30
5. Preview Vocabulary, *Meeting the Standards Unit 1*, p. 31

### During Reading

#### Teach the Selection(s)
Choose from the following resources to teach the selection(s):

1. During Reading, *SE/ATE*, pp. 19–25
2. Vocabulary Skills: Dialect, *ATE*, p. 21
5. Speaking & Listening Skills: Evaluate and Interpret Literary Texts, *ATE*, p. 25
7. Research Skills: Generate Questions for Research Topics, *ATE*, p. 27
8. Analyze Literature: Supernatural Fiction, *Meeting the Standards Unit 1*, p. 32
Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:

- English Language Learning, ATE, pp. 20, 26
- Enrichment, ATE, p. 20
- Kinesthetic Learning, ATE, p. 22
- Visual Learning, ATE, p. 22
- Reading Strategies and Skills Practice: Make Predictions, Differentiated Instruction for Developing Readers, p. 1

After Reading
Use the following materials to review and extend the lesson:

- After Reading, SE/ATE, pp.25, 28
- Use Reading Strategies: Make Connections, Meeting the Standards Unit 1, p. 33
- Analyze Literature: Fiction vs. Nonfiction, Meeting the Standards Unit 1, p. 34
- Subjects and Predicates: The Basic Building Blocks in a Sentence, Exceeding the Standards: Grammar & Style, pp. 7–9

Assess
Administer the following assessment tool(s):

- Selection Quiz, Meeting the Standards Unit 1, p. 35
- Lesson Test, Assessment Guide, p. 26

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:

- EMC Launchpad
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- Annotated Teacher’s Edition on CD
- EMC Audio Library
- Interactive Student Text on CD
- EMC E-Library
- ExamView® Assessment Suite on CD
- mirrorsandwindows.com
- Visual Teaching Package
**LESSON PLAN**

Name: ____________________________________________________   Date: __________________

**Literary Element: Understanding Setting.** p. 29  
**The Inn of Lost Time.** p. 30  
**Grammar & Style Workshop: Subject-Verb Agreement.** p. 48

<table>
<thead>
<tr>
<th>Guided Reading: Reading Model</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Level:</strong> Challenging</td>
<td>Studying this lesson will enable students to</td>
</tr>
<tr>
<td><strong>Difficulty Consideration:</strong> Length, frame story, and vocabulary</td>
<td>use reading skills such as analyzing sequence of events</td>
</tr>
<tr>
<td><strong>Ease Factor:</strong> Interesting plot</td>
<td>explain how setting affects plot</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>sample the historical fiction of Lensey Namioka</td>
</tr>
<tr>
<td><strong>Regular Schedule:</strong> 3 days</td>
<td>appreciate a story with an interplay of mystery, confusion, and truth</td>
</tr>
<tr>
<td><strong>Block Schedule:</strong> 1.5 days</td>
<td></td>
</tr>
</tbody>
</table>

**Before Reading**

Teach the Feature(s)
Select from the following resources to teach the feature(s):

- Literary Element: Understanding Setting, SE/ATE, p. 29
- Fiction Study Guide: Understanding Setting and Applying Setting to the Selections, Meeting the Standards Unit 1, pp. 9–10

Preview and Motivate
Choose from the following materials to preview the lesson and motivate your students:

- Fiction Reading Model, SE/ATE, p. 8
- Before Reading, SE/ATE, p. 30
- Build Background: Prior Knowledge, Meeting the Standards Unit 1, p. 36
- Vocabulary: Word Families, Meeting the Standards Unit 1, p. 37

**During Reading**

Teach the Selection(s)
Choose from the following resources to teach the selection(s):

- During Reading, SE/ATE, pp. 31–46
- Reading Skills: Monitor Comprehension, ATE, p. 33
- Writing Skills: Sensory Details, ATE, p. 35
- Vocabulary Skills: Log of New Words, ATE, p. 37
- Reading Skills: Skim and Scan, ATE, p. 39
- Speaking & Listening Skills: Oral Interpretation, ATE, p. 41
- Vocabulary Skills: Irregular Verbs, ATE, p. 42
- Vocabulary Skills: Prefixes and Suffixes, ATE, p. 43
- Grammar Skills: Commas with Introductory Phrases, ATE, p. 45
- Analyze Literature: Setting, Meeting the Standards Unit 1, p. 39
- Mythology Connection, Meeting the Standards Unit 1, p. 40
Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:

- Reading Proficiency, ATE, p. 32
- English Language Learning, ATE, p. 32
- Enrichment, ATE, pp. 34, 38, 44
- Visual Learning, ATE, pp. 36, 40

After Reading
Review and Extend
Use the following materials to review and extend the lesson:

- After Reading, SE/ATE, p. 47
- Use Reading Strategies: Make Connections, Meeting the Standards Unit 1, p. 41
- Literary Connection: Setting, Meeting the Standards Unit 1, p. 42
- The Sentence and Its Functions, Exceeding the Standards: Grammar & Style, pp. 1–6

Teach the Workshop(s)
Select from the following resources to teach the workshop(s):

- Grammar & Style: Subject-Verb Agreement, SE/ATE, p. 48
- Differentiated Instruction: English Language Learning, ATE, p. 48
- Language Arts Handbook Section 3.7, Agreement, SE/ATE, pp. 876–877
- Subject and Verb Agreement, Exceeding the Standards: Grammar & Style, pp. 75–78

Assess
Administer the following assessment tool(s):

- Selection Quiz, Meeting the Standards Unit 1, p. 43
- Lesson Test, Assessment Guide, p. 29

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:

- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
**LESSON PLAN**

Name: ___________________________________________ Date: __________________

**The Portrait**, p. 49

**Grammar & Style Workshop: Pronoun-Antecedent Agreement**, p. 56

<table>
<thead>
<tr>
<th>Directed Reading</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Level:</strong> Moderate</td>
<td>Studying this lesson will enable students to</td>
</tr>
<tr>
<td><strong>Difficulty Consideration:</strong> Abrupt shifts and lack of speaker tags</td>
<td>• use reading skills such as analyzing cause and effect</td>
</tr>
<tr>
<td><strong>Ease Factor:</strong> Suspense</td>
<td>• define plot and recognize the elements of plot in the selection</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>• describe literary accomplishments of Tomás Rivera and explain the influence of Mexican-American culture on his writing</td>
</tr>
<tr>
<td><strong>Regular Schedule:</strong> 2 days</td>
<td>• appreciate a story of loss and remembrance</td>
</tr>
<tr>
<td><strong>Block Schedule:</strong> 1 day</td>
<td></td>
</tr>
</tbody>
</table>

**Before Reading**

**Preview and Motivate**
Choose from the following materials to preview the lesson and motivate your students:

- Before Reading, *SE/ATE*, p. 49
- Build Background: Share a Photo, *Meeting the Standards Unit 1*, p. 45
- Build Background: Interview a Grandparent, *Meeting the Standards Unit 1*, p. 46

**During Reading**

**Teach the Selection(s)**
Choose from the following resources to teach the selection(s):

- During Reading, *SE/ATE*, pp. 50–54
- Grammar Skills: Sentence Fragments, *ATE*, p. 53
- Writing Skills: Sensory Details, *ATE*, p. 35
- Analyze Language: Euphemisms, *Meeting the Standards Unit 1*, p. 47
- Analyze Literature: Narrator, *Meeting the Standards Unit 1*, p. 48
- Creative Writing: Speaker Tags, *Meeting the Standards Unit 1*, p. 50

**Differentiate Instruction**
Consider the following alternative teaching options to differentiate instruction:

- Reading Proficiency, *ATE*, pp. 51, 54
- Auditory Learning, *ATE*, p. 51
- English Language Learning, *ATE*, p. 52
- Enrichment, *ATE*, pp. 52, 54
- Cultural Context Project: Mexican American Culture, *Differentiated Instruction for Advanced Students*, p. 4
After Reading

Review and Extend
Use the following materials to review and extend the lesson:
   ____ After Reading, SE/ATE, p. 55
   ____ Make Connections, Meeting the Standards Unit 1, p. 51
   ____ Lifelong Learning: Research the Internet, Exceeding the Standards: Extension Activities, p. 3

Teach the Workshop(s)
Select from the following materials to teach the workshop(s):
   ____ Grammar & Style: Pronoun-Antecedent Agreement, SE/ATE, p. 56
   ____ Language Arts Handbook 3.4, Pronouns, SE/ATE, pp. 870–872
   ____ Pronouns and Antecedents, Exceeding the Standards: Grammar & Style, pp. 37–39

Assess
Administer the following assessment tool(s):
   ____ Selection Quiz, Meeting the Standards Unit 1, p. 52
   ____ Lesson Test, Assessment Guide, p. 32

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:
   ☀ EMC Launchpad
   ☀ Annotated Teacher’s Edition on CD
   ☀ Interactive Student Text on CD
   ☀ ExamView® Assessment Suite on CD
   ☀ Visual Teaching Package
   ☀ ETS Online Criterion-Based Essay Grader (Grades 9–12)
   ☀ EMC Audio Library
   ☀ EMC E-Library
   ☀ mirrorsandwindows.com
LESSON PLAN

A Day’s Wait / Mars Climate Orbiter Team Finds Likely Cause of Loss, p. 57

Directed Reading
- **Reading Level:** Moderate
- **Difficulty Consideration:** Dialogue
- **Ease Factor:** Length

Pacing
- **Regular Schedule:** 2 days
- **Block Schedule:** 1 day

Objectives
Studying this lesson will enable students to
- use reading skills such as drawing conclusions
- analyze how characters deal with conflict
- describe the writing style of Ernest Hemingway and explain how his work influenced other writers
- appreciate a story about courage

Before Reading

Preview and Motivate
Choose from the following materials to preview the lesson and motivate your students:
- _____ Before Reading, SE/ATE, p. 57
- _____ Build Background: Math Connection, Meeting the Standards Unit 1, p. 54

During Reading

Teach the Selection(s)
Choose from the following resources to teach the selection(s):
- _____ During Reading, SE/ATE, pp. 58–60
- _____ Informational Text Connection: “Mars Climate Orbiter Team Finds Likely Cause of Loss,” ATE, pp. 61–62
- _____ Research Skills: Compare Sources, ATE, p. 61
- _____ Literary Connection: Style, Meeting the Standards Unit 1, p. 55

Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:
- _____ Reading Proficiency, ATE, p. 59
- _____ English Language Learning, ATE, p. 59
- _____ Enrichment, ATE, p. 60
- _____ Draw Conclusions, Differentiated Instruction for English Language Learners, p. 10

After Reading

Review and Extend
Use the following materials to review and extend the lesson:
- _____ After Reading, SE/ATE, pp. 60, 62
- _____ Use Reading Strategies: Make Connections, Meeting the Standards Unit 1, p. 57
Assess
Administer the following assessment tool(s):

- Selection Quiz, *Meeting the Standards Unit 1*, p. 58
- Lesson Test, *Assessment Guide*, p. 34

**Technology Tools**
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
The War of the Wall, p. 63
Grammar & Style Workshop: Nominative and Objective Pronouns, p. 72

Directed Reading
- Reading Level: Moderate
- Difficulty Consideration: Historical references
- Ease Factor: Interesting plot

Pacing
- Regular Schedule: 2 days
- Block Schedule: 1 day

Objectives
Studying this lesson will enable students to
- use reading skills such as analyzing cause and effect
- define dialect and recognize its effect in the selection
- describe the literary accomplishments of Toni Cade Bambara and explain how the Harlem community influenced her writing
- appreciate a story of creativity and discovery

Before Reading
Preview and Motivate
Choose from the following materials to preview the lesson and motivate your students:
- Before Reading, SE/ATE, p. 63
- Build Background: Historical Context, Meeting the Standards Unit 1, p. 60

During Reading
Teach the Selection(s)
Choose from the following resources to teach the selection(s):
- During Reading, SE/ATE, pp. 64–70
- History Connection: Civil Rights, ATE, p. 69
- Reading Skills: Skim and Scan, ATE, p. 66
- Vocabulary Skills: Idioms, ATE, p. 67
- Grammar Skills: Punctuate Dialogue, ATE, p. 69
- Build Vocabulary, Meeting the Standards Unit 1, p. 61
- Analyze Literature: Allusion, Meeting the Standards Unit 1, p. 62

Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:
- Enrichment, ATE, p. 65
- Reading Proficiency, ATE, p. 68
- Kinesthetic Learning, ATE, p. 68
- Visual Learning, ATE, p. 70
- English Language Learning, ATE, p. 70
- Analyze Cause and Effect, Differentiated Instruction for Advanced Students, pp. 5–6
- Reading Strategies and Skills Practice: Make Connections, Differentiated Instruction for Developing Readers, p. 4
- Analyze Cause and Effect, Differentiated Instruction for English Language Learners, p. 19
After Reading

Review and Extend
Use the following materials to review and extend the lesson:

___ After Reading, *SE/ATE*, p. 71
___ Analyze Literature: Characterization, *Meeting the Standards Unit 1*, p. 64

Teach the Workshop(s)
Select from the following materials to teach the workshop(s):

___ Grammar & Style: Nominative and Objective Pronouns, *SE/ATE*, p. 72
___ Language Arts Handbook Section 3.4, Pronouns, *SE/ATE*, pp. 870–872
___ Subject and Object Pronouns, *Exceeding the Standards: Grammar & Style*, pp. 40–42

Assess
Administer the following assessment tool(s):

___ Selection Quiz, *Meeting the Standards Unit 1*, p. 65
___ Lesson Test, *Assessment Guide*, p. 37

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:

- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
The Foghorn / The Aqualung, p. 73

Directed Reading
- **Reading Level**: Moderate
- **Difficulty Consideration**: Vocabulary
- **Ease Factor**: Style

Pacing
- **Regular Schedule**: 3 days
- **Block Schedule**: 1.5 days

Objectives
Studying this lesson will enable students to
- use reading skills such as context clues
- analyze mood
- experience Ray Bradbury’s style of storytelling
- synthesize content from different texts

Before Reading

Preview and Motivate
Choose from the following materials to preview the lesson and motivate your students:
- _____ Before Reading, SE/ATE, p. 73
- _____ Build Background: Connect to Personal Experience, Meeting the Standards Unit 1, p. 67
- _____ Build Vocabulary: Parts of Speech, Meeting the Standards Unit 1, p. 68

During Reading

Teach the Selection(s)
Choose from the following resources to teach the selection(s):
- _____ During Reading, SE/ATE, pp. 74–82
- _____ Science Connection: Sea Creatures, ATE, p. 79
- _____ Informational Text Connection: “The Aqualung,” ATE, p. 83
- _____ Vocabulary Skills: Concrete and Abstract Nouns, ATE, p. 77
- _____ Research Skills: Multimedia Sources, ATE, p. 79
- _____ Speaking & Listening Skills: Discuss Literary Elements, ATE, p. 81
- _____ Reading Skills: Compare and Contrast, ATE, p. 82
- _____ Analyze Literature: Personification, Meeting the Standards Unit 1, p. 70

Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:
- _____ English Language Learning, ATE, p. 75
- _____ Reading Proficiency, ATE, pp. 76, 80
- _____ Enrichment, ATE, pp. 76, 78
- _____ Visual Learning, ATE, p. 80
- _____ Reading Strategies and Skills Practice: Visualize, Differentiated Instruction for Developing Readers, p. 7
- _____ Reading Strategies and Skills Practice: Use Text Organization, Differentiated Instruction for Developing Readers, p. 10
After Reading

Review and Extend
Use the following materials to review and extend the lesson:

- After Reading, *SE/ATE*, pp. 82, 84
- Use Reading Strategies: Make Connections, *Meeting the Standards Unit 1*, p. 71

Assess
Administer the following assessment tool(s):

- Selection Quiz, *Meeting the Standards Unit 1*, p. 72

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:

- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
Rikki-Tikki-Tavi / The Green Mamba, p. 85

Directed Reading
“Rikki-Tikki-Tavi”
- Reading Level: Moderate
- Difficulty Consideration: Many characters, selection length
- Ease Factor: Vocabulary

“The Green Mamba”
- Reading Level: Moderate
- Difficulty Consideration: Unfamiliar setting, long sentences
- Ease Factor: Exciting events

Pacing
- Regular Schedule: 4 days
- Block Schedule: 2 days

Objectives
Studying this lesson will enable students to
- compare literary selections of different genres
- use reading skills such as previewing texts
- describe personification
- name literary accomplishments of Rudyard Kipling and Roald Dahl
- observe skills that help people and animals handle the unexpected

Before Reading
Preview and Motivate
Choose from the following materials to preview the lesson and motivate your students:

- Before Reading, SE/ATE, p. 85
- Build Background, Meeting the Standards Unit 1, p. 73
- Set Purpose, Meeting the Standards Unit 1, p. 73
- Practice Vocabulary, Meeting the Standards Unit 1, p. 73

During Reading
Teach the Selection(s)
Choose from the following resources to teach the selection(s):

- During Reading, SE/ATE, pp. 86–103
- Writing Skills: Figurative Language, ATE, p. 89
- Grammar Skills: Semicolons and Dashes, ATE, p. 91
- Reading Skills: Identify Multiple Levels of Meaning, ATE, p. 93
- Reading Skills: Summarize, ATE, p. 95
- Vocabulary Skills: Foreign Words in English, ATE, p. 96
- Writing Skills: Develop a Personified Character, ATE, p. 97
- Writing Skills: Use Similes, ATE, p. 99
- Grammar Skills: Ellipses, ATE, p. 101
- Speaking & Listening Skills: Prepare an Informal Debate, ATE, p. 103
- Compare Literature: Personification, Meeting the Standards Unit 1, p. 74
Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:

- Reading Proficiency, ATE, pp. 87, 98
- Visual Learning, ATE, p. 87
- English Language Learning, ATE, pp. 88, 92, 94, 100, 102
- Auditory Learning, ATE, pp. 88, 94
- Kinesthetic Learning, ATE, p. 90
- Enrichment, ATE, p. 92
- Understand Literary Elements: Personification, Differentiated Instruction for English Language Learners, p. 32
- Understand Literary Elements: Plot, Differentiated Instruction for English Language Learners, p. 51

After Reading
Use the following materials to review and extend the lesson:

- After Reading, SE/ATE, pp. 97, 104
- Compare Literature: Personification (continued), Meeting the Standards Unit 1, p. 75
- Compare Literature: Character Traits, Meeting the Standards Unit 1, p. 76
- Make Connections, Meeting the Standards Unit 1, p. 77
- What Do You Think? Meeting the Standards Unit 1, p. 80
- Identifying Parts of Speech, Exceeding the Standards: Grammar & Style 1, pp. 16–19

Assess
Administer the following assessment tool(s):

- Selection Quiz: Focus on “Rikki-Tikki-Tavi,” Meeting the Standards Unit 1, p. 78
- Selection Quiz: Focus on “The Green Mamba,” Meeting the Standards Unit 1, p. 79
- Lesson Test, Assessment Guide, p. 43

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
Uncle Tony’s Goat, p. 105

**Independent Reading**
- **Reading Level:** Easy
- **Difficulty Consideration:** None
- **Ease Factor:** Simple plot

**Objectives**
Studying this lesson will enable students to
- read with developing fluency
- read silently with comprehension for a sustained period of time

**Pacing**
- **Regular Schedule:** 1 day
- **Block Schedule:** 0.5 day

**Before Reading**

**Preview and Motivate**
Choose from the following materials to preview the lesson and motivate your students:
- ____ Before Reading, SE/ATE, p. 105
- ____ Vocabulary, Meeting the Standards Unit 1, p. 81
- ____ Set Purpose, Meeting the Standards Unit 1, p. 82

**During Reading**

**Teach the Selection(s)**
Choose from the following resources to teach the selection(s):
- ____ During Reading, SE/ATE, pp. 105–110
- ____ Grammar Skills: Progressive Verb Forms, ATE, p. 108
- ____ Reading Skills: Use Graphic Organizers, ATE, p. 109
- ____ Questions to Answer as You Read, Meeting the Standards Unit 1, p. 83

**Differentiate Instruction**
Consider the following alternative teaching options to differentiate instruction:
- ____ English Language Learning, ATE, p. 107
- ____ Enrichment, ATE, p. 110
- ____ Visual Learning, ATE, p. 110
- ____ Independent Reading Project: Native American Literature, Differentiated Instruction for Advanced Students, pp. 7–8

**After Reading**

**Review and Extend**
Use the following materials to review and extend the lesson:
- ____ After Reading, SE/ATE, p. 110
- ____ Describe and Critique: Fiction, Meeting the Standards Unit 1, p. 86
Assess
Administer the following assessment tool(s):
____ Selection Quiz, Meeting the Standards Unit 1, p. 84
____ Lesson Test, Assessment Guide, p. 46

**Technology Tools**
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
Name: ____________________________________ Date: __________________

**The Serial Garden**, p. 111

**Independent Reading**
- **Reading Level**: Challenging
- **Difficulty Consideration**: Length and vocabulary
- **Ease Factor**: Opening lines

**Objectives**
Studying this lesson will enable students to
- read with developing fluency
- read silently with comprehension for a sustained period of time

**Pacing**
- **Regular Schedule**: 2 days
- **Block Schedule**: 1 day

---

**Before Reading**

**Preview and Motivate**
Choose from the following materials to preview the lesson and motivate your students:
- Before Reading, *SE/ATE*, p. 111
- Vocabulary, *Meeting the Standards Unit 1*, p. 88

**During Reading**

**Teach the Selection(s)**
Choose from the following resources to teach the selection(s):
- During Reading, *SE/ATE*, pp. 111–124
- Reading Skills: Take Notes, *ATE*, p. 114
- Writing Skills: Precise Language, *ATE*, p. 115
- Vocabulary Skills: Words from Mythology, *ATE*, p. 117
- Grammar Skills: Verbs with Indefinite Pronouns, *ATE*, p. 121
- Grammar Skills: Commonly Confused Words, *ATE*, p. 122
- Grammar Skills: Commas in a Series, *ATE*, p. 123
- Complete a Story Events Chart, *Meeting the Standards Unit 1*, p. 89
- Analyze Literature, *Meeting the Standards Unit 1*, p. 90

**Differentiate Instruction**
Consider the following alternative teaching options to differentiate instruction:
- Reading Proficiency, *ATE*, p. 113
- Enrichment, *ATE*, pp. 113, 124
- English Language Learning, *ATE*, p. 116
- Kinesthetic Learning, *ATE*, p. 118
- Auditory and Kinesthetic Learning, *ATE*, p. 120

**After Reading**

**Review and Extend**
Use the following materials to review and extend the lesson:
- After Reading, *SE/ATE*, p. 124
- Write a New Ending, *Meeting the Standards Unit 1*, p. 91
- Describe and Critique: Fiction, *Meeting the Standards Unit 1*, p. 92
Assess
Administer the following assessment tool(s):
   □   Lesson Test, Assessment Guide, p. 49

**Technology Tools**
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
Writing Workshop: Expository Writing—Responding to a Short Story, p. 126

Pacing
- **Regular Schedule**: 3 days
- **Block Schedule**: 1.5 days

Objectives
Participating in this lesson will help enable students to
- write a literary response essay that has an effective introduction
- write a literary response essay that has a clear thesis statement
- write a literary response essay that has a clear organizational pattern
- write a literary response essay that has a conclusion restating the thesis

Teach the Workshop
Select from the following resources to teach the workshop:
- Expository Writing: Responding to a Short Story, *SE/ATE*, pp. 126–131
- Writing Skills: Topic Sentences, *ATE*, p. 129
- Writing Skills: Outlines, *ATE*, p. 131

Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:
- Reading Proficiency, *ATE*, pp. 127, 130
- English Language Learning, *ATE*, pp. 127, 128, 130
- Enrichment, *ATE*, p. 128

Review and Extend
Use the following materials to review and extend the lesson:
- Narrative Writing: Tell About a Person in Action, *Exceeding the Standards: Writing*, pp. 1–6

Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
# Lesson Plan

**Speaking & Listening Workshop: Giving and Actively Listening to Oral Summaries**, p. 132

## Pacing
- **Regular Schedule:** 2 days
- **Block Schedule:** 1 day

## Objectives
Participating in this lesson will help enable students to:
- deliver an oral summary of a short story that clearly presents the main details of the plot
- deliver an oral summary of a short story that conveys the setting and characters using sensory details

## Teach the Workshop
Select from the following resources to teach the workshop:

## Differentiate Instruction
Consider the following alternative teaching options to differentiate instruction:
1. English Language Learning, *ATE*, p. 132

## Review and Extend
Use the following materials to review and extend the lesson:
1. Read Fiction Aloud, *Exceeding the Standards: Literature & Reading*, pp. 3–5

## Technology Tools
Enhance the lesson with interactive activities offered in these technology supplements:
- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com
### Lesson Plan

**Test Practice Workshop**, p. 134

<table>
<thead>
<tr>
<th><strong>Pacing</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Schedule: 1 day</td>
<td>• write a response to literature based on a timed writing prompt</td>
</tr>
<tr>
<td>Block Schedule: 0.5 day</td>
<td>• answer standardized test questions that demonstrate revising and editing skills</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the ability to make inferences from a reading by answering standardized questions</td>
</tr>
</tbody>
</table>

#### Teaching the Workshop

Select from the following resources to teach the workshop:

- Revising and Editing Skills, *SE/ATE*, p. 135
- Reading Skills, *SE/ATE*, pp. 136–137
- Rubric for a Response to Literature, *ATE*, p. 134
- Test-Taking Skills: Eliminate Incorrect Responses, *ATE*, p. 137
- Language Arts Handbook Section 8.5, Answering Reading Comprehension Questions, *SE/ATE*, p. 937
- Test-Taking Strategies and Skills, *Exceeding the Standards: Test Practice*, pp. 1–4

#### Differentiate Instruction

Consider the following alternative teaching options to differentiate instruction:

- English Language Learning, *ATE*, p. 136

#### Review and Extend

Use the following materials to review and extend the lesson:

- Fiction Study Guide: Practice Test, *Meeting the Standards Unit 1*, pp. 11–17
- Literary Response Practice Test: Reading, *Exceeding the Standards: Test Practice*, pp. 5–6

#### Technology Tools

Enhance the lesson with interactive activities offered in these technology supplements:

- EMC Launchpad
- Annotated Teacher’s Edition on CD
- Interactive Student Text on CD
- ExamView® Assessment Suite on CD
- Visual Teaching Package
- ETS Online Criterion-Based Essay Grader (Grades 9–12)
- EMC Audio Library
- EMC E-Library
- mirrorsandwindows.com