# Pre-AP English 1 Instructional Planning Guide Teacher Sample

The goal of the instructional planning guide is to help you create a roadmap of the key instructional activities and assessments   
you will use to design your course in alignment with the Pre-AP course framework and instructional principles. This sample   
illustrates one way in which you might use the guide. Pre-AP National Faculty and educators with experience teaching Pre-AP   
provided ideas for additional activities and resources that they might use alongside Pre-AP model lessons and formative   
assessments to build their full course.

**Using and Customizing Your Own Instructional Planning Guide:**

* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus,   
  and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Unit 1 Telling Details

| **Pacing in**  **Periods** | **Actual Date(s)** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks,  Performance Tasks, Assessments* | **Learning**  **Objectives** | **State**  **Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 6 |  | Pre-AP Model Lessons 1.1, 1.2, 1.3, 1.4   * “Quiet Places” photo essay * “Bread” * “The First Day” * Sentence composition using Killgallon’s *Sentence Composing for High School* (daily practice for the duration of the unit) * Sentence Log/Vocabulary Journal (students will record entries for duration of unit) | 1.1 A**–**C  1.3 A, B  2.3 C  3.1 A  3.3 A, B  5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 10  W.9**–**10.2b, 2d, 7, 9a, 10  SL.9**–**10.1a, 6  L.9**–**10.1b, 2b, 4a, 5b, 6 |  |
| 7 |  | Pre-AP Model Lessons 1.5, 1.6, 1.7, 1.8, 1.9   * “What Happened During the Ice Storm” * “The Red Fox Fur Coat” * “Lamb to the Slaughter” w/ Hitchcock’s TV adaptation * Outline a literary analysis paragraph * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  2.1 A**–**C  2.3 A**–**D  3.1 A  3.3 A, B  5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 6, 7, 10  W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 3, 4, 5, 9a, 10  SL.9**–**10.1a, 1b, 1c, 1d, 6  L.9**–**10.1a, 1b, 4a, 4b, 5b, 6 |  |
| 7 |  | Pre-AP Model Lessons 1.10, 1.11, 1.12, 1.13, 1.14   * “An Occurrence at Owl Creek Bridge” w/ film version from YouTube * Write an analysis paragraph * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A**–**C  1.3 A, B  2.1 A**–**D  2.3 A–D  2.4 A  3.1 A, C  3.2 A, B  3.3 A, B  5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 7, 9a, 10  W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 10  SL.9**–**10.1a, 1b, 1c, 1d, 6  L.9**–**10.1b, 4a, 4c, 4d, 5b, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 6 |  | * “The Sniper” by Liam O’Flaherty * “Most Dangerous Game” by Richard Connell * Close reading/Annotation (DIDLS: Diction, Imagery, Detail, Language, and Syntax) * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  2.1 A**–**C  3.1 A**–**C  3.2 A, B  3.3 A**–**C  5.1 A, B | RL.9–10.1, 3, 4, 5, 10  W.9–10.2a, 2b, 2c, 2d, 2f, 4, 5, 10  SL.9**–**10.6  L.9–10.1a, 1b, 4a, 5b, 6 |  |
| 6 |  | * “The Legend of Sleepy Hollow” by Washington Irving * “Young Goodman Brown” by Nathaniel Hawthorne * Literary Analysis paragraphs (student choice of element) and revisions for each story * Socratic Seminar to discuss themes in both of these stories together * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A**–**C  1.3 A, B  2.1 A**–**D  2.3 A**–**D  2.4 A**–**C  3.1 A, C  3.2 A, B  3.3 A, C  5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 6, 7, 9, 10  W.9–10.3a, 3b, 3d, 4, 5, 9a, 10  L.9–10.2a, 2b, 4a, 5a, 6  SL.9**–**10.6 |  |
| 5 |  | * “Harrison Bergeron” by Kurt Vonnegut * “If I Forget Thee, Oh Earth” by Arthur C. Clarke * Storyboards for visual adaptation of one of these stories (student's choice) * Narrative introduction of an original story following the model from one of these stories * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A**–**C  1.3 A, B  1.4 A, B  2.1 A**–**C  2.4 A**–**C  3.1 A**–**C  3.2 A, B  3.3 A, C  4.1 B  5.1 A, B | RL.9–10.1, 3, 5**–**7, 10  RI.9–10.1, 3, 4, 10  W.9–10.3b, 3d, 9a, 10  L.9–10.1a, 1b, 2b, 4a, 4c, 5a, 5b, 6  SL.9**–**10.1a, 6 |  |
| 6 |  | * “The Birds” by Daphne du Maurier and Hitchcock’s film adaptation * Film Review as Critical Analysis of telling details from du Maurier's short story in Hitchcock's film * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  1.4 B  2.1 A**–**C  2.3 A**–**C  2.4 A**–**C  3.1 A**–**C  3.3 A, C  5.1 A, B | RL.9–10.1, 2, 3, 4, 5, 10  W.9–10.2a, 2b, 2c, 2d, 3, 4, 5, 9a, 10  L.9–10.1a, 3, 4a, 5b  SL.9–10.1a, 6 |  |
| 1 |  | **Performance Task**  Analyzing Telling Details | 1.1 A  1.3 A  2.3 A–D 3.2 A, B 3.3 A, B | RL.9–10.1, 3,  W.9–10.2a, 2b, 2c, 2d, 2e, 5,  L.9–10.1, 2 |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 2 Pivotal Words and Phrases

| **Pacing in**  **Periods** | **Actual Date(s)** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks,  Performance Tasks, Assessments* | **Learning**  **Objectives** | **State**  **Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 8 |  | Pre-AP Model Lessons 2.1, 2.2, 2.3, 2.4   * “What Happened During the Ice Storm” * “The Fight” * “Lottery” * Plan and write literary analysis paragraphs * Sentence composition using Killgallon’s *Sentence Composing for High School* (daily practice for the duration of the unit) * Sentence Log/Vocabulary Journal (students will record entries for duration of unit) | 1.1 A, C  1.3 A, B  1.4 B  2.1 A**–**D  2.3 A**–**D  2.4 A  3.1 A  3.2 A, B  3.3 A**–**C  5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 10  RI.9**–**10.1, 2, 3, 10  W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 9b, 10  SL.9**–**10.1a, 1b, 1c, 1d, 4, 6  L.9**–**10.1b, 2b, 4a, 5b, 6 |  |
| 7 |  | Pre-AP Model Lessons 2.5, 2.6, 2.7, 2.8   * “Tamara’s Opus” * “Hamilton Mixtape” * Write a critical review of a performance * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  1.4 A  2.1 A**–**C  2.3 A**–**D  3.1 A  3.2 A, B  3.3 A**–**C  5.1 A, B | RL.9**–**10.1, 4, 7, 9, 10  RI.9**–**10.1, 2, 6, 7, 10  W.9**–**10.1a, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 10  SL.9**–**10.1a, 1b, 1c, 1d, 2, 3  L.9**–**10.1b, 4a, 5a, 5b, 6 |  |
| 9 |  | Pre-AP Model Lessons 2.9, 2.10, 2.11, 2.12   * Excerpt from *Hamlet* * Excerpt from *Romeo and Juliet* * Present lines and scenes orally * ROADS annotation activity from American Shakespeare Center * Plan and write literary analysis paragraphs * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  2.1 A**–**D  2.3 A**–**D  3.1 A, C  3.2 A, B  3.3 A**–**C  5.1 A, B  5.2 A, D | RL.9**–**10.1, 2, 3, 4, 6, 7, 10  W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 4, 5, 9a, 10  SL.9**–**10.1a, 1b, 1c, 1d, 2, 4, 6  L.9**–**10.1b, 4a, c, 5a, 5b, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 6 |  | * “We Wear the Mask” by Paul Laurence Dunbar to introduce concept of double consciousness * “Harlem” by Langston Hughes to introduce *A Raisin in the Sun* * *A Raisin in the Sun* by Lorraine Hansberry * Planning and writing literary analysis paragraphs * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A**–**C  1.3 A, B  1.4 A, B  2.1 A, B  2.3 A–D  3.1 A–C  3.2 B  3.3 A  4.1 A  4.2 B  5.1 A, B  5.2 D | RL.9–10.1, 2, 4, 5, 6, 10  RI.9–10.2, 7  W.9–10.6, 7, 8, 10  SL.9–10.1a, 4, 5, 6  L.9–10.4a, 4c, 5a, 6 |  |
| 6 |  | * Finish *A Raisin in the Sun* by Lorraine Hansberry * Film clips from *A Raisin in the Sun* (1961 and 2008 versions) * Plan and write explanatory and literary analysis paragraphs * Write a critical review of the play * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  2.1 A, B  2.2 A**–**C  2.3 A**–**D  3.1 A, C  3.3 C  5.1 A, B  5.2 A, C, D | RL.9–10.1, 2, 3, 4, 5, 6, 7, 10  W.9–10. 2a, 2b, 2d  SL.9–10.1a, 1b, 1d, 4, 6  L.9–10.4a, 4c, 5a, 6 |  |
| 4 |  | **(If time permits)**   * Excerpts from *The Odyssey* by Homer * The Hero Structure * “Philosophy and Popular Culture: A Philosopher Seeks Value in *The Simpsons*” by Aeon J. Skoble * Socratic Seminar on how lessons from philosophy appear in popular culture * Explanatory paragraphs * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  1.4 A, B  2.1 A**–**C  2.3 A**–**D  3.1 A, C  3.2 A, B  3.3 A, C  4.1 A**–**C  5.1 A, B  5.2 A**–**D | RL.9–10.1, 2, 3, 4, 5, 7, 9, 10  W.9–10.1b, 1c, 2a, 7, 8, 10  SL.9–10.1a, 1b, 2b, 2c, 2d, 3  L.9–10.2b, 6 |  |
| 4 |  | **(If time permits)**   * Excerpts from *The Odyssey* by Homer * Film clips from *The Odyssey* (cheesy 1991 version),  *O, Brother Where Art Thou* * Written critiques about adaptation * Explanatory paragraphs about hero structure * Sentence composition * Sentence Log/Vocabulary Journal | 1.1 A, C  1.3 A, B  1.4 B  2.1 A**–**C  2.3 A**–**D  3.1 A**–**C  3.2 A, B  3.3 A**–**C  5.1 A, B  5.2 A, D | RL.9–10.1, 2, 3, 4, 5, 7, 10  W.9–10.1a, 1b, 1c, 2a, 8, 10  SL.9–10.1a, 1b, 1c, 1d, 3  L.9–10.5a, 6 |  |
| 1 |  | **Performance Task**  Analyzing Pivotal Words and Phrases | 1.1 A  1.3 A  2.3 A–D 3.2 A, B  3.3 A, B | RL.9–10.1, 3  W.9–10.2a, 2b, 2c, 2d, 2e, 5  L.9–10.1, 2 |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 3 Compelling Evidence

| **Pacing in**  **Periods** | **Actual Date(s)** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks,  Performance Tasks, Assessments* | **Learning**  **Objectives** | **State**  **Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 6 |  | Pre-AP Model Lessons 3.1, 3.2, 3.3   * “The Work You Do, the Person You Are” * “Drowning in Dishes, but Finding a Home” * Write a compare and contrast essay * Language Choice Activities using Dean’s *Voice Lessons* (daily practice for the duration of the unit) * Sentence Log/Vocabulary Journal (students will record entries for duration of unit) | 1.1 A–C  1.4 B  2.1 A–C  3.1 A  3.2 A, B  3.3 A–C  4.1 A  5.1 A, B  5.2 A, D | RI.9–10.1, 2, 3, 4, 5, 6, 7, 8, 10  W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 7, 9b, 10  SL.9–10.1a, 1b, 1c, 1d  L.9–10.4a, 6 |  |
| 8 |  | Pre-AP Model Lessons 3.4, 3.5, 3.6   * “What to Do with the Kids This Summer? Put ‘Em to Work.” * Write an argument * “The Decline of the American Teenager’s Summer Job” * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A, C  1.2 A, B  1.4 B  2.1 A–C  2.2 A–D  2.3 A–D  3.1 A  3.2 A, B  5.1 A, B  5.2A, B, D | RI.9–10.1, 2, 3, 4, 5, 6, 7, 8, 10  W.9–10.1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9b, 10  SL.9–10.1a, 1b, 1c, 1d, 2, 4, 5, 6  L.9–10.1b, 4a, 6 |  |
| 6 |  | Pre-AP Model Lessons 3.7, 3.8, 3.9, 3.10   * “Teenagers Have Stopped Getting Summer Jobs—Why?” * Write an analysis of an argument * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.2 A, B  1.4 B  2.1 A–D  2.2 A–D  2.3 A–D  3.1 A  3.2 A, B  5.1 A, B  5.2 A, B, D | RI.9–10.1, 2, 3, 4, 5, 6, 8, 10  W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9b, 10  SL.9–10.1a, 1b, 1c, 1d  L.9–10.1b, 4a, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 6 |  | * Commencement Speeches from Steve Jobs, Neil Gaiman, Bill Nye, JK Rowling, David Foster Wallace, Tom Hanks (all available on YouTube) * Rhetorical Triangle and SOAPS: Model these strategies for one of the commencements speeches listed, and have students break into groups for the remaining speeches. Add speeches if necessary. * Rhetorical Analysis of selected speech * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.2 A, B  1.4 B  2.1 A–C  2.3 A–D  3.1 A–C  3.2 A, B  3.3 A, C  4.1 A–C  4.2 C  5.1 A, B  5.2 A, D | RI.9–10.1, 2, 3, 4, 5, 6, 8, 9, 10  W.9–10.1a, 1b, 1c  SL.9–10.1c, 10  L.9–10.4a, 5a, 6 |  |
| 8 |  | * Reagan’s Challenger Speech, Bush’s 9/11 Speech, Obama’s Remarks on Trayvon Martin * Exigence and Occasion: Model strategies for one speech, and have students select one of the others to analyze on their own. * Revisions of Rhetorical Analysis paragraphs * Short Oral Interpretations from American Rhetoric Speech Bank—   students will choose a speech from the bank to deliver orally in a manner appropriate for the context of the original speech   * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.2 A, B  1.4 B  2.1 A–C  2.3 A–D  3.1 A, C  3.2 A, B  3.3 A, C  4.1 A–C  4.2 C  5.1 A, B  5.2 A, D | RI.9–10.1–6, 8, 10  W.9–10.1A, B, d–e, 4, 5, 10  SL.9–10.1c  L.9–10.4a, 6 |  |
| 1 |  | **Performance Task**  Analyzing an Argument | 1.1 A  1.3 A  2.3 A–D 3.2 A, B 3.3 A, B | RL.9–10.1, 3  W.9–10.2a, 2b, 2c, 2d, 2e, 5  L.9–10.1, 2 |  |
| 4 |  | * “How One Stupid Tweet Blew Up Justine Sacco’s Life” by Jon Ronson (*New York Times Magazine.* 12 Feb 2015) * “Justine Sacco is Good at Her Job, and How I Came To Peace With Her” by Sam Biddle (*Gawker*. 20 Dec 2014) * Rhetorical analysis paragraphs comparing the two articles * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.4 A, B  2.1 A–C  2.3 A–D  3.1 A–C  3.2 A, B  3.3 A, C  4.1 A–C  4.2 A–D  5.1 A, B  5.2 A–D | RI.9–10.1–10  W.9–10.2a–d, 4, 7, 8, 9b, 10  SL.9–10.1a–c, 2–6  L.9–10.1b, 4a, 6 |  |
| 8 |  | * Excerpts from “On the Duty of Civil Disobedience” and “Letter from Birmingham Jail” * “#ImWithKap: How Colin Kaepernick dominated Super Bowl conversations without taking the field" by Allyson Chiu (*Washington Post.* 4 Feb 2019) and “An open letter from American military veterans in support of Colin Kaepernick” by Rhiannon Walker (*The Undefeated*. 2 Sept 2016) * Process of Inquiry and Research Questions—Looking at protests and other forms of civil disobedience (school walkouts, school strikes for climate change, etc.), encourage students to reach conclusions about their purpose and effect. * Annotated Bibliography of sources about protest and civil disobedience * Persuasive Speeches (These should be written and presented if time permits.) * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.2 A, B  1.4 A, B  2.1 A–C  2.3 A–D  3.1 A–C  3.2 A, B  3.3 A, C  4.1 A–C  4.2 A–D  5.1 A, B  5.2 A–D | RI.9–10.1, 2–10  W.9–10.2a–d, f, 6–8, 9b, 10  SL.9–10.1a, c, 2–6  L.9–10.1b, 3a, 4a, 6 |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 4 Powerful Openings

| **Pacing in**  **Periods** | **Actual Date(s)** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks,  Performance Tasks, Assessments* | **Learning**  **Objectives** | **State**  **Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 7 |  | Pre-AP Model Lessons 4.1, 4.2, 4.3, 4.4, 4.5   * Film clips (teacher-selected) * Excerpts from:   + *The Sound and the Fury*   + *1984*   + *The Night Circus* * Write a narrative response * Language Choice Activities using Dean’s *Voice Lessons* (daily practice for the duration of the unit) * Sentence Log/Vocabulary Journal (students will record entries for duration of unit) | 1.1 A–C  1.3 A, B  2.1 A–D  2.3 A–D  3.1 A–C  3.2 A–C  3.3 A–C  5.1 A, B | RL.9–10.1, 2, 4, 5, 10  W.9–10.2a, 2b, 2c, 2d,  2e, 2f, 3a, 3b, 3d, 4, 5, 7, 9a, 10  SL.9–10.1a  L.9–10.1b, 4a, 4c, 4d, 5a, 5b, 6 |  |
| 9 |  | Pre-AP Model Lessons 4.6, 4.7, 4.8, 4.9, 4.10   * Excerpts from:   + *Out of My Mind*   + *Fahrenheit 451*   + *All the Light We Cannot See* * Write a multi-paragraph literary analysis * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.3 A, B  1.4 A  2.1 A–D  2.3 A–D  2.4 A, C  3.1 A–C  3.3 A–C  4.1 A, B  5.1 A, B | RL.9–10.1, 2, 3, 4, 5, 10  W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 7, 9a, 10  SL.9–10.1a, 1b, 1c, 1d, 4, 6  L.9–10.1b, 4a, 4c, 4d, 5a, 5b, 6 |  |
| 10 |  | Pre-AP Model Lessons 4.11, 4.12, 4.13, 4.14, 4.15   * Excerpts from:   + *The Girl Who Fell from the Sky*   + *To Kill a Mockingbird* * Write a literary analysis essay * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.3 A, B  1.4 A  2.1 A–D  2.3 A–D  2.4 A, C  3.1 A–C  3.3 A–C  4.1 A, B  5.1 A, B | RL.9–10.1, 2, 3, 4, 5, 10  W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 10  SL.9–10.1a, 1b, 1c, 1d  L.9–10.1b, 4a, 5a, 5b, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 5 |  | (Scheduling on this project is intentionally flexible to accommodate for schedule changes at the end of the school year for testing, assemblies, graduation, etc.)   * [Student Choice Novel Study/Literature Circles](https://drive.google.com/file/d/1PsoCmGus_1u89qBagRZthVUJpIYJ3YTB/view?usp=sharing) (first 1/3 of book)   + *Life of Pi*   + *Extremely Loud and Incredibly Close*   + *The Glass Castle*   + *Peace Like a River*   + *The Alchemist*   + *Everything I Never Told You* * Excerpts from *How to Read Literature Like a Professor* by Thomas C. Foster * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A  1.3 A, B  2.1 A–C  2.3 A–D  3.1 A, C  3.3 A–C  5.1 A, B | RL.9–10.1–4, 10  W.9–10.2A, B, d–f  SL.9–10.1c, 3, 4, 6  L.9–10.1, 3, 4a, 6 |  |
| 5 |  | * [Student Choice Novel Study/Literature Circles](https://drive.google.com/file/d/1PsoCmGus_1u89qBagRZthVUJpIYJ3YTB/view?usp=sharing) (middle 1/3 of book) * Excerpts from *How to Read Literature Like a Professor* by Thomas C. Foster * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.3 A, B  1.4 A  2.1 A–C  2.3 A–D  3.1 A, C  3.2 A, B  3.3 A–C  5.1 A, B | RL.9–10.1–3, 5, 7, 10  W.9–10.2a–c, 5, 9a, 10  SL.9–10.1a  L.9–10.1b, 4c, 6 |  |
| 5 |  | * [Student Choice Novel Study/Literature Circles](https://drive.google.com/file/d/1PsoCmGus_1u89qBagRZthVUJpIYJ3YTB/view?usp=sharing) (last 1/3 of book) * Excerpts from *How to Read Literature Like a Professor* by Thomas C. Foster * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.3 A, B  2.1 A–C  2.2 A–C, E  2.3 A–D  3.1 A, B  3.3 A–C  5.1 A, B | RL.9–10.1–3, 5, 7  W.9–10.1a–c, 9a, 10  L.9–10.1a, 6 |  |
| 5 |  | * Student Choice Novel Study Panel Presentations ([scoring guide](https://drive.google.com/file/d/1XEIxjmzlZsIAOZR9_O-vy14jYCS0a0-d/view?usp=sharing)) * Language Choice Activities * Sentence Log/Vocabulary Journal | 1.1 A–C  1.3 A, B  2.1 A–C  2.3 A–D  3.1 A, C  3.2 A, B  3.3 A, C  4.2 A-C  5.1 A, B | RL.9–10.1–5, 10  RI.9–10.1–2, 4–6, 8, 10  W.9–10.2b–c, 5, 9a  SL.9–10.1A, B  L.9–10.6 |  |
| 1 |  | **Performance Task**  Writing a Literary Analysis Essay | 1.1 A  1.3 A  2.3 A–D 3.2 A, B 3.3 A, B | RL.9–10.1, 3  W.9–10.2a, 2b, 2c, 2d, 2e, 5  L.9–10.1, 2 |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?