Pre-AP English 1 Planning Guide: Using SpringBoard

Using this Guide

The purpose of this guide is to provide guidance and suggestions for using SpringBoard in parallel with Pre-AP model lessons and assessments. Unit overviews highlight shared content between SpringBoard and Pre-AP, suggest which Pre-AP learning checkpoints to use, and recommend specific SpringBoard content.

As indicated by the course map (pg. 18-19 in Pre-AP Teacher Resource), Pre-AP units include optional model lessons that address a portion of the Pre-AP course instructional time. Course planning includes combining model lessons and additional lessons designed by the teacher using available curricular resources. Schools that select SpringBoard as a primary resource have access to SpringBoard English 1 lessons and corresponding student materials that follow the Pre-AP unit structure for the full instructional year.

The first group of lessons in each SpringBoard unit share the same texts and overall lesson flow as the Pre-AP model lessons, though the Pre-AP model lessons found in Pre-AP Classroom may contain additional teacher support, and the SpringBoard lessons include additional student resources.

These overlaps and differences are noted in this guide. SpringBoard lessons suggested following Learning Cycle 3 of the Pre-AP model lessons serve to continue and extend the learning while maintaining the unit goals and preparing students for the Pre-AP performance task.

Unit and Lesson Overviews

Unit Overview: Unit overviews outline the big picture of the unit goals, learning objectives, assessment opportunities, and standards addressed. There is space for you to articulate any additional goals, essential questions, or key concepts and skills for the unit.

Lesson Overviews: Lesson overviews provide an instructional grid for each unit showing the instructional resources, assessments, and differentiation and practice options from both Pre-AP and SpringBoard. Since the Pre-AP lessons do not comprise a full day-by-day curriculum for the entire year, the overviews show Learning Cycles 1-3 and corresponding assessments from the Pre-AP model lessons and how the SpringBoard curriculum can be used in parallel with them.

Unit 1: Telling Details

Unit Overview

Opening Lessons (Pre-AP Lessons 1.1–1.14 OR SpringBoard Activities 1.2–1.15)
During the first three weeks of this unit, students read short fiction and visual texts and learn to go beyond the superficial identification of plot moves as they attempt to solve the mystery of how authors employ their craft. Students also learn to compose analytical sentences and paragraphs that capture the telling details discovered through close observation as well as the connections between the discrete elements of a work and the overall effect those elements achieve.

Continuing Suggested Lessons (SpringBoard Activities 1.16–1.21, Embedded Assessment 1)
Students deepen their study of telling details and strengthen their literary analysis and writing skills through targeted SpringBoard activities. Students come to understand the effects of unique stylistic choices made by authors, and then start

to make thematic connections among genres and texts. Students gather textual evidence and generate commentary in order to plan and compose multi-paragraph responses to literature.

Key Concepts and Skills:
- Critical reading of short stories and visual texts
- The writing process
- Analytical writing
- Meaning of words in context
- Precise language
- Conventions of standard English
- Text-based conversations
- Additional key concepts and skills as determined by the teacher

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints These short, multiple-choice formative assessments ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1** for this unit.
SpringBoard Embedded Assessments These performance-based assessments are scaffolded within each SpringBoard unit. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Unit 1 Embedded Assessment 1: Writing a Literary Analysis is suggested as an optional practice for students before completing the Performance Task.
Pre-AP Performance Tasks These performance-based assessments ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	Unit 1 Performance Task: Literary analysis paragraph: telling details in a short story Timing is suggested at the close of the unit.

Resources for Differentiation	Uses
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 1A and 1B can be used to support language acquisition, knowledge building, and vocabulary building. See Lesson Overview for specific suggestions.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

Unit 1 Pre-AP Learning Cycle 1 (7 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • observe and analyze details in visual texts • conduct brief, on-the-spot research	Lesson 1.1 Who's Room Is This? "Quiet Places" photo essay	Sentence-writing practice with Quill Additional/fewer sentence frames	Activity 1.2 Whose Room Is This? "Quiet Places" photo essay
Students will: • read and analyze a complex literary text • revise and expand simple sentences by adding details	Lesson 1.2 "Bread" and the Power of the Imagination "Bread"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 1A: Activities 1 and 3	Activity 1.3 "Bread" and the Power of the Imagination "Bread"
Students will: • read closely and analyze a short story • explain what specific details reveal about a character	Lesson 1.3 "The First Day"—A Study in Characterization "The First Day"	Vocabulary across texts Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 1A: Activities 2, 4, 5 and 6	Activity 1.4 A Study in Characterization "The First Day"
Students will: • understand the difference between independent and dependent clauses • write a variety of original complex sentences	Lesson 1.4 Analyzing and Writing a Complex Sentence	Review "Dependent and Independent Clauses" video on Khan Academy	Activity 1.5 Analyzing and Writing a Complex Sentence
In this short formative assessment task, students apply what they learned about analyzing visual images and writing complex sentences.	Assess and Reflect on Learning Cycle 1 Image: moon landing	Use feedback suggestions from Pre-AP Teacher Resources	Activity 1.5 Analyzing and Writing a Complex Sentence Image in SpringBoard: Times Square kiss (to be replaced in reprint). Moon landing image available on Pre-AP Classroom.

Alignment to Pre-AP Learning Objectives

1.1 A–C, 1.3 A, B, 2.3 C, 3.1 A, 3.3 A, B, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.3, 10, RI.9–10.1, 4, W.9–10.7, 9, L.9–10.1b, 5b

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Unit 1 Pre-AP Learning Cycle 2 (7 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely and analyze a short story • explain how tension builds in a short story • use sentence combining to create complex sentences	Lesson 1.5 "What Happened During the Ice Storm"—Intention and Craft "What Happened During the Ice Storm"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 1A: Activity 7	Activity 1.6 Intention and Craft "What Happened During the Ice Storm"
Students will: • read closely and analyze a short story • identify textual details that reveal character changes	Lesson 1.6 "Red Fur Fox Coat"—Telling Details of Transformation "Red Fur Fox Coat"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 1B: Activities 1 and 3	Activity 1.7 Telling Details of Transformation "Red Fur Fox Coat"
Students will: • read closely and analyze a short story • identify implicit meanings based on textual details	Lessons 1.7 "Lamb to the Slaughter" Setting the Stage "Lamb to the Slaughter"		Activity 1.8 Setting the Stage "Lamb to the Slaughter"
Students will: • read closely and analyze a short story • analyze the effects of literary and stylistic elements	Lessons 1.8 "Lamb to the Slaughter" Damage Control "Lamb to the Slaughter"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 1.9 Damage Control "Lamb to the Slaughter"
Students will: • create an outline for a literary analysis paragraph • revise a paragraph by adding direct quotes and smooth transitions	Lessons 1.9 Writing a Literary Analysis Paragraph "Lamb to the Slaughter"		Activity 1.10 Writing a Literary Analysis Paragraph
In this short formative assessment task, students apply what they learned about crafting well-organized analytical paragraphs that include sufficient details.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from Pre-AP Teacher Resources	Activity 1.10: Assess and Reflect

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RL.9–10.1, 3, 4, 5, W.9–10.2, 2c, 2f, L.9–10.5b

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Unit 1 Pre-AP Learning Cycle 3 (7 days)

Lesson Goals	Recommended Pre-AP Lessons and Texts	Differentiation Suggestions	Parallel SpringBoard Activities and Texts
Students will: • determine word meanings and word relationships • use word knowledge to create predictions about a text • collaborate with peers through academic conversations	Lessons 1.10 "An Occurrence at Owl Creek Bridge"—Word Study "An Occurrence at Owl Creek Bridge"	Writing and revising an analytical paragraph Vocabulary and sentence practice Sentence frames	Activity 1.11 Studying Words, Making Predictions "An Occurrence at Owl Creek Bridge"
Students will: • read closely and analyze a short story • explain the function of narrative perspective • reflect on the reading process	Lesson 1.11 "An Occurrence at Owl Creek Bridge—A Lesson in Perspective "An Occurrence at Owl Creek Bridge"		Activity 1.12 A Lesson in Perspective "An Occurrence at Owl Creek Bridge"
Students will: • read closely and analyze a short story • explain how word choice reveals characterization • reflect on the reading process	Lesson 1.12 "An Occurrence at Owl Creek Bridge"—Filling in Farquhar's Backstory "An Occurrence at Owl Creek Bridge"		Activity 1.13 Filling in Farquhar's Backstory "An Occurrence at Owl Creek Bridge"
Students will: • identify examples of powerful language and imagery • analyze how literary and stylistic elements interact to develop a theme	Lesson 1.13 "An Occurrence at Owl Creek Bridge"—Bierce and the Language of Sensation "An Occurrence at Owl Creek Bridge"		Activity 1.14 Bierce and the Language of Sensation "An Occurrence at Owl Creek Bridge"
Students will: • draft an effective topic sentence • select relevant textual evidence • create an outline for a literary analysis paragraph	Lesson 1.14 "An Occurrence at Owl Creek Bridge"—Literary Analysis Paragraph "An Occurrence at Owl Creek Bridge"		Activity 1.15 Literary Analysis Paragraph "An Occurrence at Owl Creek Bridge"
As the last writing task for this set of lessons, students apply what they have learned about analytical writing by turning the outlines they created in Lesson 1.14 into analytical paragraphs.	Assess and Reflect on Learning Cycle 3	Use feedback suggestions from Pre-AP Teacher Resources	Activity 1.15 Literary Analysis Paragraph Assess and Reflect
Suggested Learning Checkpoint	**Pre-AP Learning Checkpoint 1**		Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives	Alignment to Common Core State Standards
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, 3, 4, 5, W.9–10.2, 2c, 2f, L.9–10.5b

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Unit 1 Teacher-Created Content

Learning Targets	Suggested SpringBoard Activities and Texts	Differentiation Suggestions
Students will: • read closely and analyze a short story • explain how images signify the literal and symbolic importance of objects to the development of complex characters • explain how irony contributes to theme	Activity 1.16 Shared Gifts: Introducing Irony "The Gift of the Magi"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Language Workshop 1B: Activities 2, 4, 5, and 6
Students will: • explain purpose of punctuation • demonstrate command of commas, colons, semicolons, and dashes • revise writing with correct punctuation	Language Checkpoint 1.16 Uses content and student responses from Activity 1.16	Quill.org
Students will: • read closely and analyze a short story • cite strong and thorough textual evidence to analyze the author's purpose • develop questions to foster academic conversation	Activity 1.17 "Games at Twilight": Use the Evidence "Games at Twilight"	Scaffolding the Text-Dependent Questions
Students will: • read closely and analyze a short story for symbolism, imagery, and figurative language • analyze how language choices impact meaning and tone • develop an original narrative using a story starter	Activity 1.18 Digging in Deeper: Tone and Theme "There will Come Soft Rains"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Adapt section of teacher wrap
Students will: • read closely and analyze a short story • analyze how an author uses text structure for a specific purpose	Activity 1.19 The Leap into the Future "The Leap"	Scaffolding the Text-Dependent Questions Adapt section of teacher wrap
Students will: • explain verb tense and voice • revise writing using correct verb tense	Language Checkpoint 1.19 Requires student responses from Activity 1.19	Quill.org
Students will: • read closely and analyze a short story • analyze how a complex character is developed • recognize important details in a short story	Activity 1.20 Analyzing Martha "Martha, Martha"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions
Students will: • read closely and analyze a short story • use new information to revisit and revise a character analysis	Activity 1.21 Who Is Martha? "Martha, Martha"	Language Workshop 1B: Activity 7 Scaffolding the Text-Dependent Questions
This Embedded Assessment provides practice in writing a literary analysis of "Martha, Martha." It is suggested before completing the Performance Task, which is based on a text not explicitly taught in class.	SpringBoard Embedded Assessment 1: Writing a Literary Analysis "Martha, Martha"	Language Workshop 1A: Collaborative Embedded Assessment—Writing a Literary Analysis
	Pre-AP Performance Task: Analyzing Telling Details	Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

1.1 A-C, 1.3 A, B, 2.1 A, C, 2.3 A–D, 3.1 A, 3.2 A, B, 3.3 A, B, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.1-5, W.9–10.2, 2a, 2b, 2c, 2d, 4, 5, L.9–10.1, 2, 2a, 2b, 5, SL.9-10.1c

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?

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Unit 2: Pivotal Words and Phrases

Unit Overview:

Opening Lessons (Pre-AP Lessons 2.1–2.12 OR SpringBoard Activities 2.2–2.10)
During the first weeks of this unit, students focus on the meaning and impact of pivotal words and phrases as they explore the work of poets, performers, and dramatists. By exploring found poetry, a poet's multiple drafts of a single poem, and a few narrative poems, students gain an appreciation for the significance of word choice and revision. Students will also gain firsthand knowledge of how dramatic performance can heighten the effects of wordplay as they act out Shakespearean dialogues. Writing is continuously woven throughout Unit 2, as students craft found poems, write critical reviews, and draft multiparagraph works of literary analysis.

Continuing Suggested Lessons (SpringBoard Activities 2.11–2.26, Embedded Assessment 1)
Students deepen their study of pivotal words and phrases as they read Romeo and Juliet and prepare a dramatic interpretation. Studying Romeo and Juliet provides students with diverse opportunities to hear and speak Shakespeare's language, view filmed interpretations, and collaboratively interpret scenes. Students gain a deeper understanding of and appreciation for Shakespeare's works and enhanced their ability to read a challenging text by analyzing the text in preparation for a collaborative performance. SpringBoard Unit 2 includes instruction designed to read *Romeo and Juliet* in its entirety and allow for performance of key scenes to deepen learning in this unit.

Key Concepts and Skills:
- Critical reading of poetry and drama
- Analysis of authors' language choices
- The writing process
- Analytical writing
- Meanings of words in context
- Using precise language
- Oral presentations and performances
- Conventions of standard English
- Collaborative conversations
- Additional key concepts and skills as determined by the teacher

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints These short, multiple-choice formative assessments ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1** for this unit.
SpringBoard Embedded Assessments These performance-based assessments are scaffolded within each SpringBoard unit. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Unit 2 Embedded Assessment 1: Presenting a Dramatic Interpretation is suggested to assess additional key learning with the Pre-AP framework.
Pre-AP Performance Tasks These performance-based assessments ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	Unit 2 Performance Task: Analyzing Pivotal Words and Phrases Timing is suggested at the close of the unit.

Resources for Differentiation	Uses
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 2A and 2B can be used to support language acquisition, knowledge building, and vocabulary building.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and

Unit 2 Pre-AP Learning Cycle 1 (7–9 days)			
Lesson Goals	**Recommended Pre-AP Lessons and texts**	**Differentiation Suggestions**	**Parallel SpringBoard Activities and texts**
Students will: • identify what distinguishes poetry from prose • analyze the poet's choices in a found poem • construct a found poem • reflect on their own writing process and choices	Lesson 2.1 Finding Poetry in Prose "What Happened During the Ice Storm"	Sentence-level practice with Quill Additional/fewer sentence frames	Activity 2.3 The Art of Poetry Revision "What Happened During the Ice Storm"
Students will: • read and analyze a personal essay • understand the role of revision in the writing process • analyze revision choices in multiple iterations of a poem	Lesson 2.2 "Lottery"—The Art of Poetry Revision "Lottery"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 2.3 The Art of Poetry Revision "Lottery"
Students will: • read closely and analyze a narrative poem • analyze how stylistic choices contribute to the meaning and effects of a work	Lesson 2.3 "The Fight"—Word Choice That Matters "The Fight"	Sentence-writing practice with Quill Language Workshop 2A: Activity 7	Activity 2.4 Word Choice That Matters "The Fight"
Students will: • analyze how stylistic choices contribute to the meaning and effects of a work • establish a precise claim and gather textual evidence to support it • plan and write a multiparagraph analysis	Lesson 2.4 The Double Edge of Impulse	Sentence-writing practice with Quill	Activity 2.5 The Double Edge of Impulse
In this short formative assessment, students return to "The Fight" and analyze Montague's use of language through a different lens.	Assess and Reflect Learning Cycle 1	Use feedback suggestions from Pre-AP Teacher Resources	Activity 2.5 The Double Edge of Impulse Composing a Multiple-Paragraph Analysis

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RL.9–10.4, 5, 7, 10, W.9–10.2, 2a, 2b, 2c, 2f, 3d, 9, L.9–10.2a, 3, 5

Unit 2 Pre-AP Learning Cycle 2 (3-4 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely and analyze a spoken-word poem and performance • plan and write a multiparagraph analysis	Lesson 2.5 "Tamara's Opus"—Performance Punctuating Meaning "Tamara's Opus"	Use performance first as a guide in analyzing the written text. Word-study practice at Vocabulary.com	Activity 2.6 Performance Punctuating Meaning "Tamara's Opus"
Students will: • plan and write a multiparagraph performance review • select and incorporate convincing evidence	Lesson 2.8 Writing a Review of the White House Poetry Jam*	Language Workshop 1A: Activities 1 and 2 Sentence-writing practice with Quill	Activity 2.7 Writing a Review of the White House Poetry Jam
In this short formative assessment task, students apply their analytical skills to review a spoken-word poem or musical performance of their choice.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from Pre-AP Teacher Resources	Activity 2.7: Assess and Reflect

*Note: Pre-AP Lessons 2.6 and 2.7 are built around "The Hamilton Mixtape" and are not included in SpringBoard. If time permits, teachers may decide to include them between SpringBoard Activities 2.6 and 2.7. The model lessons can be found on Pre-AP Classroom.

Alignment to Pre-AP Learning Objectives

1.1 A, C, 1.3 A, B, 1.4 B, 2.1 A–C, 2.3 A–D, 3.1 A, 3.2 A, B, 3.3 A-C, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.4, W.9–10.1, 1a, 2, L.9–10.4d

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Unit 2 Pre-AP Learning Cycle 3 (7–10 days)			
Lesson Goals	**Recommended Pre-AP Lessons and texts**	**Differentiation Suggestions**	**Parallel SpringBoard Activities and texts**
Students will: • analyze characterization in a dramatic scene • view a scene and analyze actors' performance choices	Lesson 2.10 *Romeo and Juliet*—Taking Sides in Verona *Romeo and Juliet*	Vocabulary across texts Language Workshop 2A: Activities 3 and 4	Activity 2.8 Taking Sides in Verona *Romeo and Juliet*
Students will: • rehearse and perform a short dramatic scene • write an original aside to add to a scene	Lesson 2.11 *Romeo and Juliet*—Putting Words into Play *Romeo and Juliet*	Language Workshop 2A: Activities 5 and 6	Activity 2.9 Putting Words into Play *Romeo and Juliet*
Students will: • analyze a dramatic scene • explain two different ways to interpret and perform a scene	Lesson 2.12 Reflecting on Performance Choices *Romeo and Juliet*	Sentence-writing practice with Quill	Activity 2.10 Reflecting on Performance Choices *Romeo and Juliet*
In this short formative assessment, students reflect on their unique role in the performance of the *Romeo and Juliet* dialogue.	Assess and Reflect Learning Cycle 3	Use feedback suggestions from Pre-AP Teacher Resources	Activity 2.10 Reflecting on Performance Choices Assess and Reflect
Suggested Learning Checkpoint	**Pre-AP Learning Checkpoint 1**		Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

1.1 A, C, 1.3 A, B, 1.4 B, 2.1 A–C, 2.3 A–D, 3.1 A, 3.2 A, B, 3.3 A-C, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.4, W.9–10.1, 1a, 2, L.9–10.4d

Unit 2 Teacher-Created Content

Learning Targets	Suggested SpringBoard Activities and Texts	Differentiation Suggestions
Students will: • reread and analyze the prologue to *Romeo and Juliet* by examining the word choice and structure • define *drama* and *tragedy* in the context of the play	Activity 2.11 Setting the Stage Prologue to *Romeo and Juliet*	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions
Students will: • read the opening scene of *Romeo & Juliet* and identify the relationships between characters • annotate the text for vocal and visual delivery to communicate meaning in a performance	Activity 2.12 What is the Conflict? *Romeo and Juliet*	Leveled Differentiated Instruction
Students will: • make inferences about characters from textual evidence • explore symbols, imagery, and figurative language within monologues	Activity 2.13 All by Myself *Romeo and Juliet*	Teacher-to-Teacher Adapt section of teacher wrap
Students will: • discuss and evaluate possible scenes for performance • explore the theatrical tool of Staging Notebooks • establish acting companies	Activity 2.14 Acting Companies *Romeo and Juliet*	Teacher-to-Teacher Adapt section of teacher wrap
Students will: • analyze the relationships between the protagonists and their foils, and emphasize interactions in vocal and visual delivery • create a visual representation of a character's motivation: thoughts, desires, actions, and obstacles	Activity 2.16 Friends and Their Foils *Romeo and Juliet*	Leveled Differentiated Instruction Adapt section of teacher wrap
Students will: • analyze a scene for dramatic irony and character motivation • analyze characters' interaction and evaluate how their conflicting motives advance the plot	Activity 2.17 Dramatic Irony and Character Motivation *Romeo and Juliet*	Scaffolding the Text-Dependent Questions
Students will: • analyze soliloquies and monologues for performance cues • examine how complex characters develop a theme	Activity 2.18 Soliloquies Versus Monologues *Romeo and Juliet*	Leveled Differentiated Instruction
Students will: • analyze the subtext of a passage to determine the true meaning and impact of a character's words • plan, rehearse, and perform exaggerated visual delivery to communicate meaning to an audience	Activity 2.19 Coming of Age *Romeo and Juliet*	Scaffolding the Text-Dependent Questions
Students will: • plan an interpretation that emphasizes the emotional impact and dramatic irony in Act V	Activity 2.20 The Fault in Their Stars	Adapt section of teacher wrap
This Embedded Assessment is an extension of the work done in Learning Cycles 2 and 3. Students apply their understanding of how pivotal words and phrases affect delivery in a dramatic performance.	SpringBoard Embedded Assessment 1: Presenting a Dramatic Interpretation	Language Workshop 2A: Collaborative Embedded Assessment—Presenting a Dramatic Interpretation
Students will: • reflect on a previous learning about the writing process and vocabulary and make connections to new learning	Activity 2.21 Pivoting Back to Poetry	

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Students will:	Activity 2.22 Simple but Powerful Language	Leveled Differentiated Instruction
• explain how poetic structure and word choice affect meaning in poetry • describe connections between poems and your own experiences, society, and other texts from around the world	"Some Like Poetry" "An Irish Airman Foresees His Death"	Scaffolding the Text-Dependent Questions
Students will: • analyze a poet's use of prosody and structure to achieve her purpose • analyze poetry for visual elements	Activity 2.23 Sound, Rhythm, and Themes in Poetry "Prayer to the Pacific"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Teacher-to-Teacher
Students will: • analyze poems for structure, imagery, and language choices • express your analysis in an essay • integrate ideas from multiple texts to build knowledge and vocabulary about family dynamics	Activity 2.24 Structure and Imagery in Poetry "Sestina" "Bilingual/Bilingüe"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Teacher-to-Teacher
Students will: • write an analytical review that examines theme, structure, diction, and style of a published poem • create an original poem and revise it based on peer feedback	Activity 2.26 Creating a Poetry Project	Teacher-to-Teacher Adapt section of teacher wrap
	Pre-AP Performance Task: **Pivotal Words and Phrases**	Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

1.1 A-C, 1.2 A, 1.3 A, B, 2.1 A, C, 2.2 C, 2.3 A–D, 3.1 A-C, 3.2 A, B, 3.3 A, B, 4.1 A, B, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.1, 3-5, W.9–10.2, 2a, 2b, 2c, 5, 7, 9 L.9–10.1, 2, 6, SL.9-10.1, 1a, 1b, 1c

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?

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Unit 3: Compelling Evidence

Unit Overview:

Opening Lessons (Pre-AP Lessons 3.1–3.10 OR SpringBoard Activities 3.2–3.11)
Beginning with personal essays and ending with arguments that use anecdotal and quantitate evidence to support their claims, in the first three weeks of this unit students read a variety of texts that address the value of work for teenagers. In response to these texts, students have opportunities to write an original argument followed by an analytical essay on one of the arguments studied in class. Throughout the unit, there is an emphasis on distinguishing between what writers are claiming in their arguments and what they are doing as writers. Practice in making those distinctions prepares students for the culminating analytical task.

Continuing Suggested Lessons (SpringBoard Activities 3.12–3.23, Embedded Assessments 1 and 2)
Students deepen their study of compelling evidence and argumentative writing skills through targeted SpringBoard activities for the remainder of the unit. The activities selected maintain a focus on the Pre-AP Big Ideas and Learning Objectives while also preparing students for both SpringBoard Embedded Assessments. The work from Springboard Unit 3 provides opportunities for research as well as a foundation for the work to be completed in the following unit.

Key Concepts and Skills:
- Critical reading and analysis of essays and arguments
- Evaluating evidence
- The writing process
- Planning and writing an analytical essay
- Meanings of words in context

- Using precise language
- Conventions of standard English
- Collaborative conversations
- Additional key concepts and skills as determined by the teacher

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints These short, multiple-choice formative assessments ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 2** at the end of this unit.
SpringBoard Embedded Assessments These performance-based assessments are scaffolded within each SpringBoard unit. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Unit 3 Embedded Assessment 1: Writing an Argumentative Essay Unit 3 Embedded Assessment 2: Researching and Presenting a Career
Pre-AP Performance Tasks These performance-based assessments ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	Unit 3 Performance Task: Analyzing an Argument Timing is suggested prior to the SpringBoard EAs.
Resources for Differentiation	**Uses**
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 3A and 3B can be used to support language acquisition, knowledge building, and vocabulary building.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

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Unit 3 Pre-AP Learning Cycle 1 (7–8 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely and analyze an autobiographical essay • conduct brief, on-the-spot research • identify rhetorical effects of contrasts	Lesson 3.1 "The Work You Do, the Person You Are"—A Study in Contrasts "The Work You Do, the Person You Are"	Sentence-level practice with Quill Additional/fewer sentence frames Language Workshop 3A: Activities 1 and 2	Activity 3.2 A Study in Contrasts "The Work You Do, the Person You Are"
Students will: • read closely and analyze the structure of an autobiographical essay • understand how visual elements of a text contribute to meaning • explain how two texts convey different perspectives on a common theme	Lesson 3.2 "Drowning in Dishes, but Finding a Home"—An Alternative Perspective on Work and Home "Drowning in Dishes, but Finding a Home"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 3A: Activity 7	Activity 3.3 An Alternative Perspective on Work and Home "Drowning in Dishes, but Finding a Home"
Students will: • explain how two texts convey perspectives on a common theme • select and organize relevant textual evidence • plan and compose an analytical essay	Lesson 3.3 Comparing and Contrasting Morrison and Adkinson	Sentence-writing practice with Quill	Activity 3.4 Comparing and Contrasting Morrison's and Adkinson's Essays
In this short formative task, students imagine how a conversation between Morrison and Adkinson might take place.	Assess and Reflect Learning Cycle 1	Use feedback suggestions from Pre-AP Teacher Resources	Activity 3.4 Comparing and Contrasting Morrison's and Adkinson's Essays Assess and Reflect

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RI.9–10.2, 3, 4, 5, 10, W.9–10.2, SL.9–10.4

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Unit 3 Pre-AP Learning Cycle 2 (7–8 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely and analyze the development of an argument • explain how rhetorical features contribute to effect and meaning • explain how a writer uses narration to accomplish a purpose	Lesson 3.4 "What to Do with the Kids This Summer? Put 'Em to Work"—When Anecdote Becomes Argument "What to Do with the Kids This Summer? Put 'Em to Work"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 3.5 When Anecdote Becomes Argument "What to Do with the Kids This Summer? Put 'Em to Work"
Students will: • select and organize relevant evidence • plan and compose an argumentative essay	Lesson 3.5 Writing an Argument—What the Kids Have to Say About Summer "What to Do with the Kids This Summer? Put 'Em to Work"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 3.6 What Do You Have to Say About Summer? "What to Do with the Kids This Summer? Put 'Em to Work"
Students will: • read closely and analyze the development of an argument • explain how rhetorical features contribute to effect and meaning • identify stated and implied claims and supporting evidence	Lesson 3.6 "The Decline of the American Teenager's Summer Job"—Introducing Different Types of Evidence "The Decline of the American Teenager's Summer Job"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 3.7 Introducing Different Types of Evidence "The Decline of the American Teenager's Summer Job"
In this short formative assessment task, students revisit their writing tasks and analyze their own arguments through the lens of descriptive outlining.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from Pre-AP Teacher Resources	Activity 3.7: Introducing Different Types of Evidence Assess and Reflect

Alignment to Pre-AP Learning Objectives

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, 5.2 A, B, D

Alignment to Common Core State Standards

RI.9–10.2, 4, 5, 6, 8, W.9–10.1, 1a, 1e, 5

Unit 3 Pre-AP Learning Cycle 3 (7–8 days)			
Lesson Goals	**Recommended Pre-AP Lessons and texts**	**Differentiation Suggestions**	**Parallel SpringBoard Activities and texts**
Students will: • observe and analyze graphs • synthesize data from multiple graphs	Lesson 3.7 "Teenagers Have Stopped Getting Summer Jobs—Why?"—Letting the Data Do the Talking "Teenagers Have Stopped Getting Summer Jobs—Why?"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 3.8 Letting the Data Do the Talking "Teenagers Have Stopped Getting Summer Jobs—Why?"
Students will: • read closely and analyze the development of an argument • analyze the relevance and sufficiency of evidence • understand how graphs can support an argument	Lesson 3.8 "Teenagers Have Stopped Getting Summer Jobs—Why?"—Changing the Conversation "Teenagers Have Stopped Getting Summer Jobs—Why?"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 3.9 Changing the Conversation "Teenagers Have Stopped Getting Summer Jobs—Why?"
Students will: • identify the key elements of an analytical writing prompt • cite textual evidence, reasoning, and stylistic elements • generate ideas and gather relevant evidence	Lesson 3.9 Writing an Analysis of Argument—Parsing the Essay Prompt	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 3.10 Parsing the Essay Prompt
Students will: • plan and draft an analytical essay	Lesson 3.10 Writing an Analysis of Argument—Outlining and Composing	Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 3A: Activities 3 and 4	Activity 3.11 Outlining and Composing
In this short formative assessment task, students will interpret a series of graphs provided by the U.S. Department of Labor and write a clear statement that expresses a trend or possible conclusion that they can draw based on the data and a list of potential arguments the graphs might be able to support.	Assess and Reflect Learning Cycle 3	Use feedback suggestions from Pre-AP Teacher Resources	Activity 3.11 Outlining and Composing Assess and Reflect
Suggested Learning Checkpoint	**Pre-AP Learning Checkpoint 1**		Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RI.9–10.1, 3, 5, 8, W.9–10.2, 5, 9b

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Unit 3 Teacher-Created Content		
Learning Targets	**Suggested SpringBoard Activities and Texts**	**Differentiation Suggestions**
Students will: • identify and analyze the effectiveness of rhetorical devices in a speech • explain how a writer or speaker uses rhetoric to advance his or her purpose	Activity 3.12 Children Are the Future: Using Rhetorical Appeals "Remarks by the President in a National Address to America's Schoolchildren"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Language Workshop 3A: Activities 5 and 6
Students will: • identify the treatment of counterarguments, such as concessions and rebuttals, in an argument and describe how they work • examine arguments for their rhetorical devices and logical fallacies • analyze the conclusion of arguments • integrate ideas from multiple texts to build knowledge and vocabulary about going to college	Activity 3.13 To Go to College or Not to Go to College "Why College Isn't (And Shouldn't Have to Be) For Everyone" "The 'not everyone should go to college' argument is classist and wrong"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Teacher-to-Teacher Language Workshop 3B: Activities 3–6
Students will: • analyze the characteristics of informational graphics • describe counterarguments and refutations, and defend and challenge a debatable claim • integrate ideas from multiple texts to build knowledge and vocabulary about going to college	Activity 3.14 "College Is Still Going to Pay Off, No Matter What "Even with Debt, College Still Pays Off"	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Language Workshop 3B: Activity 7
	Pre-AP Performance Task: Analyzing an Argument	Visit Pre-AP Classroom to administer.
Students will: • interpret data presented in different types of graphs • explain how graphic features provide information that supports a given claim or argument	Activity 3.15 What Do I Want to Do When I Grow Up? Various graphs	Leveled Differentiated Instruction Scaffolding the Text-Dependent Questions Language Workshop 3B: Activity 2
Students will: • plan both sides of a debate by taking a stand, writing compelling reasons, identifying valid evidence, and applying persuasive rhetorical devices	Activity 3.16 Don't Hate—Debate	Leveled Differentiated Instruction
Students will: • use an outline to plan an argumentative essay • generate a topic sentence that includes a claim	Activity 3.17 Planning Your Argument	Adapt section of teacher wrap
Students will: • revise an argumentative essay to improve and strengthen writing, focusing on purpose, organization, and language choices • edit a peer's argumentative essay using collaborative feedback	Activity 3.18 Revising and Editing Your Argument	Language Workshop 1B: Activity 7
This Embedded Assessment focuses on writing an argumentative essay about the value of college education. It is suggested after completing the Performance Task, which is based analyzing an argument.	SpringBoard Embedded Assessment 1: Writing an Argumentative Essay	Language Workshop 3A: Collaborative Embedded Assessment—Writing an Argumentative Essay

Students will: • brainstorm and organize ideas, visual aids, and resources for a research presentation	Activity 3.19 Planning to Research	Language Workshop 1B: Activity 1
Students will: • find and evaluate reputable sources that can be used for research • generate research questions and begin to gather relevant information from multiple sources to answer them	Activity 3.20 Diving into the Research Process	Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • gather and synthesize information from relevant, credible source material • choose which sources to quote directly and which to paraphrase	Activity 3.21 Incorporating Sources and Synthesizing Information	Leveled Differentiated Instruction
Students will: • learn about and practice presentation skills • give and receive feedback after practicing an informal presentation • brainstorm ideas for visual aids and multimedia components	Activity 3.22 Presentation Skills and Visual Aids	Adapt section of teacher wrap
Students will: • rehearse and deliver your presentation • evaluate peers' presentation	Activity 3.23 Rehearsing for a Presentation	Teacher-to-Teacher
In this Embedded Assessment, students conduct research about a career of their choice, synthesize the information, and present it in a 5-minute presentation that includes a visual or multimedia element.	Embedded Assessment 2: Researching and Presenting a Career	Language Workshop 3A: Collaborative Embedded Assessment—Researching a Career
Suggested Learning Checkpoint	**Pre-AP Learning Checkpoint 2**	Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

1.1 A,B, 1.2 A, B, 1.3 A, 1.4 B, 2.1 A–C, 2.2 A–E, 2.3 A–D, 3.2 A, B, 3.3 A, B, 4.1 A-C, 4.2 C, D, 5.1 A, B, 5.2 A-C

Alignment to Common Core State Standards

RI.9–10.1, 3, W.9–10.1, 1a, 1b, 2, 2a, 2b, 5, 6, 7, 8, 9, 9b, SL.9-10.1a, 2, 3, 4, 5, L.9-10.1, 2, 3a

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?

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Unit 4: Powerful Openings

Unit Overview:

Opening Lessons (Pre-AP Lessons 4.1–4.15 OR SpringBoard Activities 4.2–4.13)
In the first weeks of this final unit, students encounter the openings of several novels and gain an appreciation for the captivating ways writers lure their readers in, one line at a time. Earlier in the year, students became attuned to interpreting telling details and pivotal words and phrases in the context of multiple literary genres; in this unit, they will apply those same lessons as they explore how novelists introduce settings and characters through a variety of unique narrative voices.

Continuing Suggested Lessons (SpringBoard Activities 4.14–4.28)
Students deepen their work with a novel by reading To Kill a Mockingbird and completing the corresponding SpringBoard activities. Their work culminates in the Pre-AP Performance Task: Writing a Literary Analysis, providing the space and time to apply all the lessons and skills they have learned throughout the year. They will analyze how telling details, captivating language, and pivotal words and phrases come together to create a compelling narrative.

Key Concepts and Skills:
- Critical reading and analysis of literary texts
- The writing process
- Analytical writing
- Meanings of words in context
- Precise language
- Conventions of standard English
- Text-based conversations
- Additional key concepts and skills as determined by the teacher

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints These short, multiple-choice formative assessments ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1**.
SpringBoard Embedded Assessments These performance-based assessments are scaffolded within each SpringBoard unit. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	This pathway includes several of the novel openings from the Pre-AP model lessons. Based on your pacing, you may selectively choose which novel opening activities to use and allow more time for reading the full novel, doing the research activities at the end of the unit, or completing Embedded Assessments.
Pre-AP Performance Tasks These performance-based assessments ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	Unit 4 Performance Task: Writing a Literary Analysis Essay Timing is suggested at the close of the unit.

Resources for Differentiation	Uses
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 4A and 4B can be used to support language acquisition, knowledge building, and vocabulary building.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

Unit 4 Pre-AP Learning Cycle 1 (6–8 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • Identify techniques used by filmmakers to introduce settings and characters • Recognize similarities among techniques used in films and novels	Lesson 4.1 The Art of Seduction—A Film's Opening Scene	Sentence-level practice with Quill Additional/fewer sentence frames	Activity 4.2 Setting the Scene
Students will: • identify and interpret telling details that establish setting • explain the function of specific words and phrases in a novel opening	Lesson 4.3 Where Am I? Orienting Yourself in a Novel's World Lesson 4.4 Where Am I? Orienting Yourself in a Novel's World, II Excerpts from *1984* and *The Night Circus*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com Language Workshop 4A: Activity 1	Activity 4.3 Where Am I? Orienting Yourself in a Novel's World Excerpts from *1984* and *The Night Circus*
Students will: • plan and write a description of an original setting • select and use language to achieve an intended effect • reflect on the writing process	Lesson 4.5 Creating a Fictional World	Sentence-writing practice with Quill	Activity 4.4 Creating a Fictional World
In this short formative task, students apply their understanding of how telling details and pivotal words and phrases provide a sense of setting.	Assess and Reflect Learning Cycle 1	Use feedback suggestions from Pre-AP Teacher Resources	Activity 4.4 Assess and Reflect

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RL.9–10.1, 4, 5, 1, W.9–10.3, 3d, SL.9–10.1, L.9–10.6

Unit 4 Pre-AP Learning Cycle 2 (7–10 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely the opening paragraphs of a novel • identify and explain the function of narrative point of view	Lesson 4.6 Look Who's Talking—The Role of the Narrator excerpts from *Out of My Mind* and *Fahrenheit 451*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.5 The Role of the Narrator excerpts from *Out of My Mind* and *Fahrenheit 451*
Students will: • determine word meanings through research and discussion • explain relationships among groups of words	Lesson 4.7 *All the Light We Cannot See*—Word Study	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.6 Word Study
Students will: • read closely the opening paragraphs of a novel • analyze details that reveal setting and historical context • explain the function of narrative point of view	Lesson 4.8 *All the Light We Cannot See*—The Power of the Omniscient Narrator excerpts from *All the Light We Cannot See*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.7 The Power of the Omniscient Narrator excerpts from *All the Light We Cannot See*
Students will: • analyze the function of an omniscient narrator • analyze characterizations in the opening of a novel • cite and evaluate textual evidence in an academic conversation	Lesson 4.9 *All the Light We Cannot See*—The Omniscient Narrator as Mind Reader excerpts from *All the Light We Cannot See*	Language Workshop 4A: Activity 7 Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.8 The Omniscient Narrator as Mind Reader excerpts from *All the Light We Cannot See*
Students will: • plan and draft an analytical paragraph on characterization • incorporate direct quotations smoothly and effectively	Lesson 4.10 *All the Light We Cannot See*—Composing Paragraphs on Characterization excerpts from *All the Light We Cannot See*		Activity 4.9 Writing an Analysis Argument: Outlining and Drafting excerpts from *All the Light We Cannot See*
In this short formative assessment task, students revisit the opening chapter of *All the Light We Cannot See* and compose a paragraph analyzing characterization of either Marie-Laure or Werner.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from Pre-AP Teacher Resources	Activity 4.9 Writing an Analysis Argument: Outlining and Drafting Assess and Reflect

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RL.9–10.1, 3, 4, W.9–10.2, 3a, 5, 7, L.9–10.3, 4, 4c, 5

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Unit 4 Pre-AP Learning Cycle 3 (6-11 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely the opening paragraphs of a novel • explain the function of first-person narrative perspective • cite and evaluate textual evidence in an academic conversation	Lesson 4.11 *The Girl Who Fell from the Sky*—The Bias of the First-Person Narrator excerpt from *The Girl Who Fell from the Sky*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.10 The Bias of the First-Person Narrator excerpt from *The Girl Who Fell from the Sky*
Students will: • read closely the opening paragraphs of a novel • explain the function of first-person narrative perspective • identify the function of chronology in. work of fiction	Lesson 4.12 *To Kill a Mockingbird*—The Voice of Scout Finch excerpt from *To Kill a Mockingbird*	Language Workshop 4A: Activity 3 Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.11 The Voice of Scout Finch excerpt from *To Kill a Mockingbird*
Students will: • analyze the function of first-person narrative perspective • analyze the relationship between a character and setting • explain how specific words and phrases reveal setting	Lesson 4.13 *To Kill a Mockingbird*—The Layer's of Scout's World excerpt from *To Kill a Mockingbird*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.12 The Layer's of Scout's World excerpt from *To Kill a Mockingbird*
Students will: • develop a thesis for a literary analysis essay • gather and organize textual evidence • select an organizational structure for a literary analysis essay • plan and draft a literary analysis essay	Lesson 4.14 *To Kill a Mockingbird*—Preparing to Write a Literary Essay Lesson 4.15 *To Kill a Mockingbird*—Writing a Literary Essay *To Kill a Mockingbird*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	Activity 4.13 Writing a Literary Analysis Essay *To Kill a Mockingbird*
In this short formative assessment task, students will interpret a series of graphs provided by the U.S. Department of Labor and write a clear statement that expresses a trend or possible conclusion that they can draw based on the data and a list of potential arguments the graphs might be able to support.	Assess and Reflect Learning Cycle 3	Use feedback suggestions from Pre-AP Teacher Resources	Activity 4.13 Assess and Reflect
Suggested Learning Checkpoint	**Pre-AP Learning Checkpoint 1**		Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

1.1 A–C, 1.3 A, B, 1.4 A, 2.1 A–D, 2.3 A–D, 3.1 A, 3.3 A-C, 4.1 A, B, 5.1 A, B

Alignment to Common Core State Standards

RI.9–10.1, 3, 5, 8, W.9–10.2, 5, 9b

Unit 4 Teacher-Created Content		
Learning Targets	**Suggested SpringBoard Activities and Texts**	**Differentiation Suggestions**
Students will: • apply a strategy for active reading and note-taking	Activity 4.14 Coming of Age and Forming Opinions *To Kill a Mockingbird*	Leveled Differentiated Instruction Language Workshop 4A: Activity 2
Students will: • analyze conflicts that are developing between characters in a novel • make a variety of connections to a novel in order to analyze how a main character develops • demonstrate understanding of conflict in writing	Activity 4.15 Conflict with Miss Caroline *To Kill a Mockingbird*	Language Workshop 4A: Activity 4 Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • analyze subplot and motif in a novel to determine how characters develop through coming-of-age experiences • make predictions, form inferences, draw conclusion, and find evidence to support an analysis of a novel	Activity 4.16 Getting to Know Boo *To Kill a Mockingbird*	Language Workshop 4A: Activity 5 and 6 Scaffolding the Text-Dependent Questions
Students will: • use various levels of questions to identify theme in a novel • write thematic statements and a concluding paragraph	Activity 4.17 Questions and Conclusions *To Kill a Mockingbird*	Teacher-to-Teacher Adapt section of teacher wrap
Students will: • analyze how an author uses multiple literary elements in one passage to develop a theme • use details and text evidence to identify an author's purpose interpret	Activity 4.18 Dissecting Symbols *To Kill a Mockingbird*	Leveled Differentiated Instruction Adapt section of teacher wrap
Students will: • write an interpretive statement about the significance of literary elements • gather textual evidence to generate thematic statements	Activity 4.19 The Wisdom of Atticus *To Kill a Mockingbird*	Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • create an outline for an analytical essay about how literary elements contribute to a theme	Activity 4.20 Shifting Perspectives *To Kill a Mockingbird*	Teacher-to-Teacher Adapt section of teacher wrap
Students will: • conduct a close reading and analyze significant literary elements • analyze how an author's specific language choices create mood, voice, and tone	Activity 4.21 A Solitary Light *To Kill a Mockingbird*	Adapt section of teacher wrap
Students will: • recognize the rhetorical appeals used in a speech • in a written paragraph, analyze the use of rhetorical appeals in a key scene	Activity 4.22 Analyzing Atticus's Closing Argument *To Kill a Mockingbird*	Scaffolding the Text-Dependent Questions Adapt section of teacher wrap

Students will: • analyze the significance of literary elements in a passage in relation to theme of a novel • write a thesis statement and topic sentences for an essay that explains how literary elements contribute to a theme of the novel	Activity 4.23 Aftermath and Reflection *To Kill a Mockingbird*	Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • identify character traits and create a character profile poster collaboratively • evaluate how primary and secondary characters and their interactions contribute to the development of a novel's themes	Activity 4.24 Standing in Borrowed Shoes *To Kill a Mockingbird*	Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • analyze a text in order to discuss its explicit and implicit meanings • cite evidence from a text that provides historical, social, and political context for *To Kill a Mockingbird*	Activity 4.27 Picturing the Past	Language Workshop 4B: Activity 1 and 3 Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • analyze a historical document for its purpose, audience, claims, and evidence • identify how a primary source provides context	Activity 4.28 A Call to Change	Language Workshop 4B: Activity 2 and 4 Leveled Differentiated Instruction
	Pre-AP Performance Task: Writing a Literary Analysis Essay	Visit Pre-AP Classroom to administer.

Alignment to Pre-AP Learning Objectives

1.1 A, 1.2 A, B, 1.3 A, 2.1 A, C, 2.2 C, 2.3 A–D, 3.1 B, 3.2 A, B, 3.3 A, B

Alignment to Common Core State Standards

RL.9–10.1-4, RI.9-10.1, 2, 6, 7, 8, 9, W.9–10.2, 2a, 2b, 2c, 2d, 2e, 5, 9, 9a, L.9-10.1, 2, 4b

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?

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