

Essentials in Literature, Level 9 Alternative Instructional Strategies For the 34-Week Plan

Thank you for choosing Essentials in Literature. This is a supportive document meant to be used along with the Essentials in Literature Level 9 Curriculum. It is not a substitute for the curriculum.

This **Alternative 34-Week Plan/ Pacing Guide** was developed to cover all EIL concepts while accommodating for special learning needs. The strategies in this document are intended to assist students who may struggle with one or more activities throughout the curriculum. The instructor may selectively implement the strategies that best support the student.

The accommodations and curriculum modifications suggested are offered as strategies to help your student focus on the goal that is set for each day's lesson without becoming overwhelmed by other obstacles.

General notes about using the Essentials in Literature Alternative Instructional Strategies Plan:

- If an activity/section is not listed on the plan, students are expected to skip that activity/section.
- It is suggested that the student create a Reader's Notebook or Resource Book in which they will record notes that will serve as a study guide and aid to help them complete assignments and assessments. (Suggested items for Reader's Notebook include the following: definitions of literature terms, vocabulary words, charts, examples of figurative language, etc.)
- Stories and any necessary text may be read aloud to the student.
- Use notes/text to complete activities.
- Adjust grading to reflect individual student goals.
- Any suggested written responses may be completed through discussion.
- It is not necessary to complete every activity listed in this plan. The teacher may determine which selections may be omitted.
- Use Days marked as "no assignment" to catch up on assignments or reading.

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Symbol Key:

* only complete as necessary

(A) located in Assessment/Resource Book

♦ locate material online or in library

□ may need to prepare/introduce in advance

Essentials in Literature, Level 9
Alternative Instructional Strategies

FICTION UNIT	
Week 1	If needed, read the sections aloud to the student. Help the student identify material to include in the Reader's Notebook (i.e. definitions of bold-print words, diagram of the stages of plot, etc.) Watch Day 1 video (length: 4:15) // Read Day 1 text
	Watch Day 2 video (5:24) // Read Day 2 text
	<i>Watch Day 3 video (4:44) // Read Day 3 text</i>
	Watch Day 4 video (4:47) // Read Day 4 text
	Watch Day 5 video (7:56) // Read Day 5 text
Week 2	Watch Day 6 video (4:46) // Read Day 6 text
	"The Secret Life of Walter Mitty" Read Day 1 text Meet the Author
	Watch Day 2 video (2:52) // Read Day 2 text * Complete Vocabulary – Use a dictionary to define the words and identify a synonym. Student may complete the 'sentences' portion verbally. Analyzing Literature: Point of View
	Watch Day 3 video (2:53) // Read Day 3 text Access the Backdrop Making Life's Connections ♦ Read "The Secret Life of Walter Mitty" Complete Reading Focus: Visualizing
	Watch Day 4 video (4:40) // Read Day 4 text Complete Analyzing Literary Elements – Complete only #2, #3, and #4. Complete Check Comprehension – May be completed through discussion. Complete Connection Reflection – Complete only #8 and #9. May be completed through discussion.
Week 3	Watch Day 5 video (4:06) // Read Day 5 text Complete Analyzing Figurative Language
	Watch video lesson for Independent Practice (3:28) Complete "The Secret Life of Walter Mitty" Independent Practice ADJUSTMENTS: Analyzing Literary Elements – Skip. Figurative Language: Onomatopoeia – Complete #1 only. Connection Reflection Written Response – Complete #2 only.
	"The Most Dangerous Game" Read Day 1 text Meet the Author Complete Research Activity – May be completed through discussion.

	Watch Day 2 video (3:16) // Read Day 2 text * Complete Vocabulary – Student may look up definitions in a dictionary or online. Analyzing Literature: Plot
	Watch Day 3 video (1:46) // Read Day 3 text Access the Backdrop Making Life's Connections ♦ Read "The Most Dangerous Game" Complete Reading Focus: Drawing Conclusions – Teacher may choose the story details to be used for this activity.
Week 4	Watch Day 4 video (2:19) // Read Day 4 text Complete Analyzing Literary Elements – Complete only #2, #3, OR #4. May be completed through discussion. Complete Check Comprehension – May be completed through discussion. Complete Connection Reflection – Complete only #9 and #10. May be completed through discussion.
	Watch Day 5 video (2:14) // Read Day 5 text Read Plot Device: Poetic Justice □ Complete Extended Activity – Optionally, draw the animal and write a short paragraph about it.
	Complete "The Most Dangerous Game" Independent Practice ADJUSTMENTS: Analyzing Literary Elements – Skip OR Complete through discussion. Figurative Language: Imagery – Skip. Connection Reflection: Written Response – Complete only #1.
	"Born Worker" Read Day 1 text Meet the Author – Skip "Learn More..." activity. Complete Research Activity – Complete as discussion.
	Watch Day 2 video (2:48) // Read Day 2 text * Complete Vocabulary – Skip sentence-writing portion. Analyzing Literature: Character Traits – Require only 2-3 traits to be identified.
Week 5	Watch Day 3 video (1:28) // Read Day 3 text Access the Backdrop Making Life's Connections ♦ Read "Born Worker" Complete Reading Focus: Identify Sequence
	Watch Day 4 video (2:45) // Read Day 4 text Complete Analyzing Literary Elements – Complete only #2 and #3. Complete Check Comprehension Complete Connection Reflection – Complete only #8 and #9. May be completed as a discussion.
	Watch Day 5 video (2:40) // Read Day 5 text Analyzing Figurative Language
	Complete "Born Worker" Independent Practice

	ADJUSTMENTS: Analyzing Literary Elements – Comply only chart; skip the sentence-writing activity. Figurative Language: Simile – Skip. Connection Reflection: Written Response – Complete only #1.
	“The Monkey’s Paw” Read Day 1 text Meet the Author Complete Research Activity – Complete as a discussion.
Week 6	Watch Day 2 video (2:03) // Read Day 2 text * Complete Vocabulary – Use a dictionary to find the meaning of unfamiliar words. Analyzing Literature: Mood
	Watch Day 3 video (2:14) // Read Day 3 text Access the Backdrop Making Life’s Connections ♦ Read “The Monkey’s Paw” Complete Reading Focus: Making Predictions – Student needs only to make 3-4 predictions.
	Watch Day 4 video (3:16) // Read Day 4 text Complete Analyzing Literary Elements (choose 3) Complete Check Comprehension Complete Connection Reflection – Complete as a discussion.
	Watch Day 5 video (2:21) // Read Day 5 text Complete Analyzing Figurative Language □ Complete Extended Activity
	Complete “The Monkey’s Paw” Independent Practice ADJUSTMENT: Connection Reflection: Written Response – Complete only #1.
Week 7	“A White Heron” NOTE: If you choose to skip a story in order to shorten the fiction unit, skip “A White Heron” or “The Bet.” Read Day 1 text Meet the Author Complete Research Activity – Optionally complete as a discussion.
	Watch Day 2 video (3:19) // Read Day 2 text * Complete Vocabulary – Omit sentences if necessary. Analyzing Literature: Symbolism
	Watch Day 3 video (3:05) // Read Day 3 text Access the Backdrop Making Life’s Connections ♦ Read “A White Heron” Complete Reading Focus: Visualizing
	Watch Day 4 video (2:39) // Read Day 4 text Complete Analyzing Literary Elements – Complete only #1, #3, and #4. May be completed as a discussion. Complete Check Comprehension

	Complete Connection Reflection (choose 1)
	Watch Day 5 video (3:48) // Read Day 5 text Complete Analyzing Figurative Language Complete one of the following: □ One (1) Extended Activity Writing Connection – Student may refer to online resources and/or the Essentials in Writing textbook for help with personal letter format.
Week 8	Complete “A White Heron” Independent Practice ADJUSTMENT: Analyzing Literary Elements – For additional support, student may search online for information regarding the symbolic meaning of their chosen symbol from this story. Connection Reflection: Written Response – Complete only #2. May be completed as a discussion.
	“The Bet” NOTE: If you choose to skip a story in order to shorten the fiction unit, skip “A White Heron” or “The Bet.” Read Day 1 text Meet the Author Optionally complete Research Activity
	Watch Day 2 video (1:56) // Read Day 2 text * Complete Vocabulary – Sentence portion is optional. Analyzing Literature: Flashback
	Watch Day 3 video (2:36) // Read Day 3 text Access the Backdrop Making Life’s Connections ♦ Read “The Bet” Complete Reading Focus: Author’s Purpose
	Watch Day 4 video (2:35) // Read Day 4 text Complete Analyzing Literary Elements – Complete only #2 and 3. Complete Check Comprehension – May be completed as a discussion. Complete Connection Reflection (choose 1)
Week 9	Watch Day 5 video (3:07) // Read Day 5 text Read Plot Device: “ Chekhov’s Gun – Skip. Optionally complete Writing Connection
	Complete “The Bet” Independent Practice ADJUSTMENTS: Analyzing Literary Elements – Skip. Plot Device: Chekhov’s Gun – Skip.
	Study for Fiction Summative Assessment
	Study for Fiction Summative Assessment
	□ Complete Fiction Summative Assessment (♦ Read “Blues Ain’t No Mockin’ Bird”) OPTIONS FOR COMPLETING SUMMATIVE ASSESSMENT:

	1. Complete over the course of 2 days. Complete the first half on Day 1 and the second half (which covers “Blues Ain’t No Mockin’ Bird”) on Day 2. 2. Complete only the first half of the assessment; skip “Blues Ain’t No Mockin’ Bird.” ADJUSTMENTS to “Blues Ain’t No Mockin’ Bird”: Figurative Language: Simile – Skip. Figurative Language: Metaphor – Skip. Connection Reflection: Written Response – Skip. GENERAL GUIDELINES: - Allow the student to use the text and/or their notes to assist with the assessment. - Allow the student to complete any chosen section verbally. - If the student skipped reading “A White Heron” or “The Bet,” not all questions of the assessment will apply to what the student has read. Adjust grading as needed.
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NONFICTION UNIT

Week 10	Analyzing Nonfiction If needed, read the sections aloud to the student. Help the student identify material to include in the Reader’s Notebook (i.e. definitions of bold-print words, lists, etc.). Watch Day 1 video (4:06) // Read Day 1 text
	Watch Day 2 video (4:37) // Read Day 2 text
	Watch Day 3 video (4:21) // Read Day 3 text
	Watch Day 4 video (4:30) // Read Day 4 text
	No assignment
Week 11	Charles Martel Biography Read Day 1 text Pre-reading Activity: Scope, Strategy, and Success Complete Research Activity – May be completed as a discussion.
	Watch Day 2 video (3:30) // Read Day 2 text Access the Backdrop – Teacher may read aloud to the student and discuss the segment. Making Life’s Connection
	Watch Day 3 video (8:48) // Read Day 3 text Reading to Learn – Teacher may want to provide examples or model the note-taking process using short passages or paragraphs. Reading Activity: Structure, Simplicity, Synergy Complete Reading to Learn: Taking Notes – Teacher may choose to print out the biography and allow the student to highlight or underline important information. The student may copy this information into their notes. ♦ Read Charles Martel Biography
	Watch Day 4 video (2:56) // Read Day 4 text Complete Reading to Learn: Taking Notes Complete Writing Connection

	No assignment
Week 12	“The Origin of Blue Jeans” Read Day 1 text Pre-reading Activity: What Do You Know? – Teacher may read aloud to the student and discuss each term. Complete Research Activity
	Watch Day 2 video (4:11) // Read Day 2 text Reading to Learn: Reading Comprehension
	Watch Day 3 video (2:21) // Read Day 3 text Access the Backdrop Making Life’s Connections Complete Reading to Learn: Self-Monitoring – Use these questions for self-monitoring: “What do I find confusing? How/Where can I find the answer or explanation?” ♦ Read “The Origin of Blue Jeans”
	Watch Day 4-5 video (1:55) // Read Day 4-5 text Complete Analyzing an Article
	Complete Check Comprehension
Week 13	“Farewell Letter to the Pilgrims” Read Day 1 text Meet the Author Complete Research Activity – May be completed as a discussion.
	Watch Day 2 video (2:42) // Read Day 2 text * Complete Vocabulary – Sentence writing is optional. Analyzing Literature: Letters – Read and discuss with student.
	Watch Day 3 video (3:22) // Read Day 3 text Access the Backdrop Making Life’s Connections Complete Reading Focus: Making Connections ♦ Read “Farewell Letter to the Pilgrims”
	Watch Day 4-5 video (3:15) // Read Day 4-5 text Complete Check Comprehension Complete Connection Reflection – Complete only #10.
	Complete Analyzing Literary Elements: Diction Complete one of the following: □ One (1) Extended Activity – For “Visit a Museum” activity, student may search online for images/explanations of colonial-era artifacts. Writing Connection – Letter may be written in the voice of the student rather than in the style of Robinson’s letter.
Week 14	“Book Review: <i>A Wrinkle in Time</i>” NOTE: Students will be reading a review of <i>A Wrinkle in Time</i>, not the story itself. If you choose to skip a section in order to shorten the nonfiction unit, skip this section. Read Day 1 text Meet the Author Research Activity
	Watch Day 2 video (2:21) // Read Day 2 text Analyzing Literature: Book Review * Complete Vocabulary – Complete through discussion.

	Watch Day 3 video (2:18) // Read Day 3 text Access the Backdrop Making Life's Connections ♦ Read "Book Review: <i>A Wrinkle in Time</i>"
	Watch Day 4-5 video (2:33) // Read Day 4-5 text Complete Analyzing Literary Elements – Complete only #3. Complete Check Comprehension
	Analyzing Literature: Book Review Complete Writing Connection – Student may omit interviews with other people or authors connected to the book they choose.
Week 15	Study for Nonfiction Summative Assessment
	Study for Nonfiction Summative Assessment
	□ Complete Nonfiction Summative Assessment (♦ Read "John Steinbeck on Falling in Love: A 1958 Letter") (♦ Read "The Guardian Review of <i>Mockingbird</i>") NOTE: Skip the Nonfiction Summative Assessment if the student did not read the section "Book Review: <i>A Wrinkle in Time</i>" ADJUSTMENTS: Fill in the Blank – Skip. Vocabulary: - Student may use their list of vocabulary words or a dictionary for reference. Multiple Choice (1-9) – Skip. Matching (Steinbeck's Letter vs Robinson's Letter) – Skip. "The Guardian Review of <i>Mockingbird</i>" – Skip entire section. GENERAL GUIDELINES: - Allow the student to use the text and/or their notes to assist with the assessment. - Allow the student to complete any chosen section verbally.
	No assignment
	No assignment
Week 16	One Week Break. Additional time built in to complete Nonfiction assignments
NOVEL UNIT <i>The Hobbit</i>	
Week 17	<i>The Hobbit</i> Student may read the novel text or listen to an audio recording of the novel. Student can keep a Reader's Notebook for the novel in which they keep track of things like vocabulary, descriptions of characters, timelines, etc. Completing vocabulary cards/keeping track of vocabulary words in the Reader's Notebook is highly recommended. The teacher may provide additional explanation of definitions if needed. Watch Day 1 video (3:44) // Read Day 1 text Meet the Author Making Life's Connections
	Read Day 2 text Access the Backdrop – Help the student determine which information should be written down in their Reader's Notebook (i.e. definition, descriptions of elves/dwarves, etc.).

	Read Day 3 text Access the Backdrop – Help the student determine which information should be written down in their Reader's Notebook (i.e. definition, descriptions of elves/dwarves, etc.).
	Watch Day 4 video (4:39) // Read Day 4 text Analyzing Literature: Characters Complete Reading Focus: Skimming and Scanning – Consider allowing the student to practice these skills using shorter, easy-to-toread passages prior to reading the novel.
	Section One Watch Day 5 video (3:53) // Read Day 5 text * Complete Vocabulary Reading Focus: Characters ♦ Start reading Chapters 1-4 Start While You Read: Event Log – Teacher may assist student.
Week 18	♦ Continue reading Chapters 1-4 Continue While You Read: Event Log – Teacher may assist student. Watch Day 6 video (3:30) // Read Day 6 text Complete Reading Focus: Character List
	♦ Finish reading Chapters 1-4 Finish While You Read: Event Log – Teacher may assist student. Watch Day 7 video (3:36) // Read Day 7 text Complete Analyzing Literature: Character Motives – Student may need help choosing the three main characters. Complete Analyzing Literature: Character Development
	Section Two Watch Day 8 video (2:39) // Read Day 8 text * Complete Vocabulary Reading Focus: Setting and Mood ♦ Start reading Chapters 5-7 Start While You Read: Event Log – Teacher may assist student.
	♦ Continue reading Chapters 5-7 Continue While You Read: Event Log – Teacher may assist student. Watch Day 9 video (2:00) // Read Day 9 text Complete Reading Focus: Setting and Mood
	♦ Continue reading Chapters 5-7 Continue While You Read: Event Log – Teacher may assist student. Watch Day 10 video (3:18) // Read Day 10 text Complete Analyzing Literature: Character Relations – May be completed as a discussion.
Week 19	♦ Continue reading Chapters 5-7 Continue While You Read: Event Log – Teacher may assist student. Watch Day 11 video (2:20) // Read Day 11 text Complete Analyzing Literature: Internal and External Conflict – May be completed as a discussion.
	♦ Finish reading Chapters 5-7 Finish While You Read: Event Log – Teacher may assist student. Watch Day 12 video (3:39) // Read Day 12 text Complete Connection Reflection: Written Response (choose one) – May be completed as a discussion.
	Section Three

	Watch Day 13 video (2:17) // Read Day 13 text * Complete Vocabulary Reading Focus: Character Development ◆ Start reading Chapters 8-10 Start While You Read: Event Log – Teacher may assist student.
	◆ Continue reading Chapters 8-10 Continue While You Read: Event Log – Teacher may assist student. Watch Day 14 video (2:06) // Read Day 14 text Complete Reading Focus: Character Development
	◆ Continue reading Chapters 8-10 Continue While You Read: Event Log – Teacher may assist student. Watch Day 15 video (3:12) // Read Day 15 text Complete Analyzing Literature: Connecting to Characters
Week 20	◆ Finish reading Chapters 8-10 Finish While You Read: Event Log – Teacher may assist student. Watch Day 16 video (3:14) // Read Day 16 text Complete Analyzing Figurative Language – Skip the paragraph writing portion of this segment, but complete the rest either in writing or discussion.
	No assignment - Student may use these days for independent reading or to catch up on written work
	No assignment
	No assignment
	No assignment
Week 21	Section Four Watch Day 17 video (2:24) // Read Day 17 text * Complete Vocabulary Reading Focus: Making Inferences ◆ Start reading Chapters 11-13 Start While You Read: Event Log – Teacher may assist student.
	◆ Continue reading Chapters 11-13 Continue While You Read: Event Log – Teacher may assist student. Watch Day 18 video (2:39) // Read Day 18 text
	◆ Continue reading Chapters 11-13 Continue While You Read: Event Log – Teacher may assist student. Watch Day 19 video (3:07) // Read Day 19 text Complete Analyzing Literature: Problem and Solution
	◆ Finish reading Chapters 11-13 Finish While You Read: Event Log – Teacher may assist student. Watch Day 20 video (2:31) // Read Day 20 text Complete Analyzing Literature: Foreshadowing
	Section Five Watch Day 21 video (1:56) // Read Day 21 text * Complete Vocabulary Reading Focus: Making Predictions ◆ Start reading Chapters 14-16 Start While You Read: Event Log – Teacher may assist student.

	(Complete Day 20 Analyzing Literature: Foreshadowing)
Week 22	♦ Continue reading Chapters 14-16 Continue While You Read: Event Log – Teacher may assist student. Watch Day 22 video (4:01) // Read Day 22 text Complete Reading Focus: Making Predictions
	♦ Continue reading Chapters 14-16 Continue While You Read: Event Log – Teacher may assist student. Watch Day 23 video (3:24) // Read Day 23 text Complete Analyzing Literature: Character Archetypes
	♦ Finish reading Chapters 14-16 Finish While You Read: Event Log – Teacher may assist student. Watch Day 24 video (3:56) // Read Day 24 text (Skip Comprehension Questions.)
	Section Six Watch Day 25 video (4:17) // Read Day 25 text * Complete Vocabulary Reading Focus: Identify Climax ♦ Start reading Chapters 17-19 Start While You Read: Event Log – Teacher may assist student.
	♦ Continue reading Chapters 17-19 Continue While You Read: Event Log – Teacher may assist student. Watch Day 26 video (2:48) // Read Day 26 text Analyzing Literature: Character Development – Complete the chart, but skip the segment about explaining the techniques Tolkien used to develop Bilbo throughout <i>The Hobbit</i>.
Week 23	♦ Continue reading Chapters 17-19 Continue While You Read: Event Log – Teacher may assist student. Watch Day 27 video (1:45) // Read Day 27 text Analyzing Literature: Character Development – Complete first segment only. Second segment may be completed as a discussion
	♦ Finish reading Chapters 17-19 Finish While You Read: Event Log – Teacher may assist student. Watch Day 28 video (3:10) // Read Day 28 text Analyzing Literature: Theme – May be completed through discussion.
	Watch Day 29 video (4:29) // Read Day 29 text
	Study for Novel Summative Assessment
	Study for Novel Summative Assessment
Week 24	Complete Novel Summative Assessment Student may reference their notes/the text throughout the assessment. ADJUSTMENTS: Analyzing Figurative Language: Imagery – List the words/phrases the author uses to appeal to the sense listed for each passage. Analyzing Literature: Character Development – May be completed through discussion. Connection Reflection: Written Response – Skip.
	Watch Culminating Activity video (3:26) Begin Novel Culminating Activity ADJUSTMENTS: Part 1 – Create a character, then insert the character into only ONE event in <i>The Hobbit</i>.

	Part 2 – Consider shortening the assignment to have the student only write one paragraph in which they insert their original character. It is okay for the student to change the story to fit their character and demonstrate how their character changed the course of the story.
	Continue Novel Culminating Activity
	Continue Novel Culminating Activity
	Continue Novel Culminating Activity
Week 25	One-Week Break OR Finish Novel Culminating Activity
POETRY UNIT	
Week 26	Analyzing Poetry If needed, read the sections aloud to the student. Help the student identify material to include in the Reader's Notebook (i.e. common terms like lines, stanzas, poetic forms, figurative language definitions, etc.) Throughout the unit, the student may read the poems or listen to audio recordings of the poems. Watch Day 1 video (8:51) // Read Day 1 text
	Watch Day 2 video (5:53) // Read Day 2 text
	Watch Day 3 video (3:32) // Read Day 3 text
	Watch Day 4 video (5:22) // Read Day 4 text
	No assignment
Week 27	"Dreams" Read Day 1 text Meet the Author Making Life's Connections
	Watch Day 2 video (3:44) // Read Day 2 text Access the Backdrop Analyzing Figurative Language: Metaphor Elements of Poetry: Mood and Tone ♦ Read "Dreams" Complete Analyzing Figurative Language: Metaphor Complete Comprehend and Connect (choose 3) – May be completed through discussion.
	Watch Day 3 video (3:39) // Read Day 3 text Complete Elements of Poetry: Mood and Tone – May be completed through discussion. Complete the two charts. Student may skip the vocabulary activity at the bottom of the page.
	Read Day 4 text Complete one of the following: Writing Poetry – Optional. Speaking and Listening – Optional.
	Watch Day 5 video (2:19) // Read Day 5 text ♦ Read "Red Roses" Complete Elements of Poetry: Dialect – Student may skip the writing of their description of the mood and tone of "Red Roses" and the Final Thoughts section.
Week 28	"Still I Rise" Read Day 1 text Meet the Author

	Making Life's Connections
	Watch Day 2 video (4:31) // Read Day 2 text Access the Backdrop Analyzing Figurative Language: Simile Elements of Poetry: Rhythm ♦ Read "Still I Rise" Complete Analyzing Figurative Language: Simile Complete Comprehend and Connect – Complete only #2.
	Watch Day 3 video (2:41) // Read Day 3 text
	Read Day 4 text Complete Writing Poetry – Optional.
	Watch Day 5 video (2:10) // Read Day 5 text ♦ Read "Nothing Gold Can Stay"
Week 29	"A Poison Tree" Read Day 1 text Meet the Author Making Life's Connections
	Watch Day 2 video (3:26) // Read Day 2 text Access the Backdrop Analyzing Figurative Language: Symbolism Elements of Poetry: Voice ♦ Read "A Poison Tree" Complete Analyzing Figurative Language: Symbolism – Student may search online for answers. Complete Comprehend and Connect – Complete only #1 and #3.
	Watch Day 3 video (3:49) // Read Day 3 text
	Read Day 4 text Complete one of the following: Writing Poetry – Optional. Speaking and Listening
	Watch Day 5 video (4:02) // Read Day 5 text ♦ Read "Fire and Ice" Complete Elements of Poetry: Rhyme Scheme
Week 30	"Sonnet 29" Read Day 1 text Meet the Author Making Life's Connections
	Watch Day 2 video (6:47) // Read Day 2 text Access the Backdrop – Have student add notes to their Reader's Notebook illustrating the differences between the Italian sonnet and the English sonnet and the rules for each section. Analyzing Figurative Language: Hyperbole Elements of Poetry: Rhyme ♦ Read "Sonnet 29" Complete Analyzing Figurative Language: Hyperbole – May be completed through discussion. Complete Comprehend and Connect – Complete #1 and #4 only.
	Watch Day 3 video (4:15) // Read Day 3 text Complete Elements of Poetry: Rhyme Scheme – Complete #1 and #2 only.

	Read Day 4 text Complete Writing Poetry – Optional.
	Watch Day 5 video (1:54) // Read Day 5 text ♦ Read “The Naming of Cats” Complete Elements of Poetry: Rhyme Scheme
Week 31	“The Wind Begun to Rock the Grass” Read Day 1 text Meet the Author Making Life’s Connections
	Watch Day 2 video (3:28) // Read Day 2 text Access the Backdrop Analyzing Figurative Language: Personification Elements of Poetry: Diction ♦ Read “The Wind Begin to Rock the Grass” Complete Analyzing Figurative Language: Personification – Complete the first chart only. Complete Comprehend and Connect – Complete #1 only.
	Watch Day 3 video (3:13) // Read Day 3 text
	Read Day 4 text Complete one of the following: Writing Poetry – Optional. Speaking and Listening
	No assignment.
Week 32	“When It Is Snowing” Read Day 1 text Meet the Author Making Life’s Connections
	Watch Day 2 video (3:30) // Read Day 2 text Access the Backdrop Analyzing Figurative Language: Imagery Elements of Poetry: Mood and Tone ♦ Read “When It Is Snowing” Complete Analyzing Figurative Language: Imagery Complete Comprehend and Connect – Complete #2 only. May be completed through discussion.
	Watch Day 3 video (3:29) // Read Day 3 text
	Read Day 4 text Complete Writing Poetry – Optional.
	Watch Day 5 video (2:32) // Read Day 5 text ♦ Read “Poppies” Complete Elements of Poetry: Rhyme Scheme
Week 33	“The Raven” Read Day 1 text Meet the Author Making Life’s Connections
	Watch Day 2 video (3:51) // Read Day 2 text

	Access the Backdrop Analyzing Figurative Language: Symbolism Elements of Poetry: Rhythm ♦ Read “The Raven” Complete Analyzing Figurative Language: Symbolism – May be completed through discussion. Complete Comprehend and Connect – Complete #1 only.
	Watch Day 3 video (2:20) // Read Day 3 text
	Read Day 4 text Complete one of the following: Writing Poetry – Optional. Speaking and Listening
	Watch Day 5 video (2:50) // Read Day 5 text Complete Analyzing Figurative Language: Hyperbole – If needed, student may search online for the meanings of the hyperbole.
Week 34	Study for Poetry Summative Assessment
	Study for Poetry Summative Assessment
	Complete Poetry Summative Assessment ADJUSTMENTS: Allow student to use their notes and/or text as a resource for the assessment. Fill in the Blank – Provide students with a word bank for the second part. “The Eagle” – Skip. “The Rose the Grew from Concrete” – Skip. “The Wise Old Apple Tree in Spring” – Skip
	No assignment
	No assignment