

ELA Grade 10 CP (dev. June 2018)					
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.F.1.1.1-2; L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, C.C.1.4.9-10.S	critical reading -character setting -theme -style -POV	Of Mice and Men	F	Passage Analysis (Introduction to literary elements in action)	CR and text-dependent questions
L.F.2.2.1, L.F.2.2.3, L.F.2.3.1, L.F.2.3.4, L.F.2.3.6	multiple representations/ compare and contrast	Of Mice and Men movie	F	Text to film comparison	worksheet/reflection
L.F.2.1.1, L.F.2.1.2, L.F.2.1.3, L.F.2.1.4, L.F.2.3.1, C.C.1.4H, J, K, L.	Critical reflection of theme	Of Mice and Men	F	Thematic Posters, Gallery Walk, Quote Planning	In Class Writing (rubric)
L.F.2.2.3, L.F.2.5.2	poetry/text connection	"To A Mouse..." by Robert Burns + audio version https://www.youtube.com/watch?v=Op_KsNr_Eok	F	"To a Mouse" reading/ discussion	exit slip
L.F.2.3.1, L.F.2.3.3, L.F.2.3.6, C.C.1.4.9-10.M	reflection/ creative response -character -plot -POV	Of Mice and Men	F	Eulogy/ George's justification written response	narrative response/ creative response exit ticket
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.2.1, L.N.2.2.2, L.N.2.3.1, L.N.2.3.2, L.N.2.4.1, L.N.2.4.3	structure of text (differences from fiction), text organization, author's purpose in nonfiction, critical reading and analysis of nonfiction text, author's technique in communicating an idea	Superman versus the Ku Klux Klan by Rick Bowers (part one--chapters 1-5); foreword by Laura Siegel Larson	NF	analysis of elements of nonfiction genre (use of headings, photographs/images), bookwalk, critical reading of text along with passage analysis, Foreword by Laura Siegel Larson	Exit tickets, passage analysis worksheets, discussion, reading quizzes as needed
L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.3, L.N.2.4.1, L.N.2.4.3, L.N.2.4.4,	summarization of text, main ideas, interrelationships to part 1, author's purpose in nonfiction, critical reading and analysis of nonfiction text, connections between texts, use of headings, inferencing and citing evidence from text	<i>Superman versus the Ku Klux Klan</i> by Rick Bowers (part two--chapters 6-9)	NF	KKK Article; critical reading of text; extension activity - superhero comic analysis	Exit tickets, passage analysis worksheets, discussion, reading quizzes as needed
L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.5	connections between texts, evaluate character, setting, tone, style and mood in nonfiction text, inferencing and citing evidence from text	<i>Superman versus the Ku Klux Klan</i> by Rick Bowers (part three--10-14)	NF	Lyrics and Pop Culture activity; Guided Reading Questions, Testimonial	Exit tickets, passage analysis worksheets, discussion, reading quizzes as needed
L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.3, L.N.2.1.1, L.N.2.2.3, L.N.2.3.1, L.N.2.5.4, L.N.2.5.5, WRITING C.IE.1.1.1, C.IE.1.1.2, C.IE.1.1.4	Testimonial Propaganda Technique, the effectiveness of propaganda techniques	<i>Superman versus the Ku Klux Klan</i> by Rick Bowers (chapter 12 in particular)	NF	Discussion of how Superman has served as a spokesperson for different products, etc., as shown in the book, and why/how he represents the values of the brand. We will then discuss in today's age why brands drop their spokespersons (Tiger Woods example). Students will then find an example of testimonial propaganda and write a one page description of how the spokesperson is fulfilling the testimonial example of propaganda and why that spokesperson was chosen to represent that product/brand.	Graded Worksheet

L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.4, CC.1.5.9-10.B	connections between texts, listening skills (for radio broadcast segment), author's defense of a claim to construct an argument	<i>Superman versus the Ku Klux Klan</i> by Rick Bowers (part four--chapters 15-18 and afterword); YouTube clip of radio broadcast	NF/F	Listen to part 1 of 16 of the radio broadcast of "Clan of the Fiery Cross" (as referenced in chapter 17)	Exit tickets, passage analysis worksheets, discussion, reading quizzes as needed, Text dependent analysis (in-class)
C.C.1.4.M, N, O, P, R	Narrative	<i>Superman versus the Ku Klux Klan</i>	NF	Storyboard planning and creation	Completed Comic Narrative (Rubric)
L.N.1.1.1, L.N.1.1.2, L.N.1.2.3, L.N.1.3.1, L.N.2.1.2, L.N.2.3.5, L.N.2.4.3, L.N.2.5.1, L.N.2.1.1		<i>Maria Mitchell</i> excerpt	NF	Maria Mitchell; Keystone practice prompt (class read and overview)	Curriculum Check
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; L.N.1.3.1, 3; C.C.1.4.9-10.S	reading comprehension strategies; inferences and evidence; character; setting; theme; tone/ diction/ mood; point of view; imagery; symbolism; figurative language; Character POV	<i>To Kill a Mockingbird</i> ; biography.com "Harper Lee"	F/ NF	Part One: Chapters 1-11--Harper Lee biography; passage analysis (chapter 1, chapters 4-5); tone and diction practice for chapters 1-2 and 8-9; chapters 1-3 one-pager; chapter 4 reflection journal; Do Now activities; text-to-film comparison; class discussion; Harper Lee / Setting Stations	Homework checks for reading; classwork scores for passage analysis; one-pager; choice character CR (Atticus or Mrs. Dubose); reading quizzes as needed
L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.3; C.C.1.4.9-10.S	reading comprehension strategies; inferences and evidence; character; setting; theme; tone/ diction/ mood; point of view; imagery; symbolism; figurative language	<i>To Kill a Mockingbird</i> ; "We Wear the Mask" by Paul Laurence Dunbar; "Strange Fruit" by Abel Meeropol; Historical Information about Lynching and Scottsboro Trial	F/ NF/ P	Part Two: Chapters 12-23--passage analysis (chapter 12, chapters 15-16); trial notes for chapters 17-19; point of view and language (bias) with blog/ newspaper assignment; compare/ contrast historical information with fictional trial (venn diagram; explanation video of Scottsboro Boys Trial); literary argument with Bob/ Mayella CR; poetry analysis + text-to-text connection with "We Wear the Mask"; poetry analysis with "Strange Fruit"; text-to-film comparison; class discussion	Homework checks for reading; classwork scores for passage analysis; blog/ newspaper assignment; compare/ contrast venn diagram as exit ticket on final day of trial reading; Bob/ Mayella CR (rubric); exit tickets for poetry; reading quizzes as needed
L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; C.C.1.4.9-10.S	reading comprehension strategies; inferences and evidence; character; setting; theme; tone/ diction/ mood; point of view; imagery; symbolism; figurative language; Character POV	<i>To Kill a Mockingbird</i> ; "Mother to Son" by Langston Hughes	F/P	Part Two: Chapters 24-31--passage analysis for chapters 24-25 and 26-28, dynamic characterization with one-pager; text-to-text connection with "Mother to Son"; text-to-film comparison; class discussion	Homework checks for reading; classwork scores for passage analysis; dynamic characterization; exit ticket for poetry; reading quizzes as needed
C.IE.1.1.1-5, C.IE.2.1.1-7, C.IE.3.1.1-5, CC.1.4.9-10.S, CC.1.4.9-10.T	Writing Process	<i>To Kill a Mockingbird</i>	F	Essay	informative response/ explanatory response (rubric)
L.F.1.1.3, L.F.1.2.1, L.F.2.2.4, L.F.2.3.1, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.5.1	Literary Elements	<i>In the Lake of the Woods</i>	F	Curriculum Check	Graded
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments

L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6 WRITING: C.IE.1.1.2	Propaganda Techniques	Example propaganda techniques for the 9 listed in Keystone glossary and additional four techniques	NF	Visual examples (commercials and print ads) of each of the remaining 11 propaganda techniques (testimonial already covered) *Keystone Glossary + additional four techniques (glittering generalities, card stacks, transfer, and plain folks); students then will find individual examples	exit slip that explains chosen print ad and what identifiable propaganda techniques are being used
L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6, CR: CC.1.4.9-10.A,B,C	Rhetoric and Propaganda Techniques	Ronald Reagan Speech, JFK Speech	NF	Text analysis of different propaganda techniques used in speeches	performance tracker scores uploaded for JFK speech
L.N.1.1.1-4; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.1-3; L.N.2.3.1-6; L.N.2.4.1-5; L.N.2.5.1, 2, 3, 6	determine author's purpose and evidence, summarize details, make inferences, make connections between texts, evaluate tone, analyze structure, evaluate argument	<i>Outliers</i> by Malcolm Gladwell	NF	Chapters 1-5 & Epilogue: critical reading, passage analysis, evaluating argument worksheets, author's use of evidence to support claim; Chapter 2 Webquest	Exit tickets, passage analysis worksheets, discussion, reading quizzes as needed
C.IE.1.1.1-5, C.IE.2.1.1-7, C.IE.3.1.1-5, C.C.1.4.9-10.T, V, W, X	write an argument with evidence, follow the writing process, conduct research, evaluate sources	Various sources related to person chosen for argument paper	NF	Research: creating a researched biography/ connection to two factors of success in <i>Outliers</i> -- reading critically, evaluating evidence, note taking, organizing information (outlining), synthesizing sources, creating a works cited, revising, publishing. Product: 6-8 paragraphs using 3-5 sources	Work graded in steps: topic, article selection, notes, outline, draft, works cited, final (rubric)
"Public University Tuition..."--L.N.1.2.1, 3; L.N.1.3.3; L.N.2.1.1; L.N.2.2.2; L.N.2.5.1-5	independent practice with evaluating argument	"Public University Tuition Remains a Bargain Despite Recent Increases"	NF	Keystone practice: read one nonfiction Keystone-released passage, complete the multiple-choice questions and constructed response, review and revise	Scores will be uploaded to performance tracker for team discussion
L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6, CR: CC.1.4.9-10.S	Rhetoric and Propaganda Techniques	"Letter from Birmingham Jail" by Martin Luther King, Jr.	NF	Annotations on letter, guided reading questions, lens cards for analysis (tone, technique, diction, etc.), informal response (blog)	Guided reading questions; possible lens slide/ presentation; blog response
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.N.1.1.4, C.C.1.5.9-10.B, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3	Inform/Influence audience & setting	Wilson Biography PowerPoint, Olney Theatre Website (context tab), and Toni Morrison's forward to the play.	NF	Learn about Wilson's background and its influence for the setting choice.	Setting Webquest / Toni Morrison Entrance Slip with space for play setting sketch and family tree
L.F.2.5.3, L.F.2.3.1, L.F.2.3.5 (style), CC.1.4.9-10.S, L.F.2.5.1 (spiritual element)	Stage directions and characterization, followed by text-to-text connection.	<i>The Piano Lesson</i> Act 1.1 <i>Hamlet</i> Act 1.5	D	Analyze stage directions and lines for direct/indirect characterization. (If Time: Connect ghost figure to <i>Hamlet</i> ; side-by-side connection to <i>Berniece's blame of Boy Willie to Hamlet's father's ghost blaming brother</i>).	Character Development Chart Completion and <i>Hamlet</i> ghost connection handout. Exit Slips for stage direction analysis of character development. At end of Act 1.1, Conflict/Characterization CR with multiple choice questions.
L.F.2.5.3, L.F.2.3.1, L.F.2.4.1, L.F.2.3.4	Stage directions and characterization. Historical connections/themes.	<i>The Piano Lesson</i> Act 1.2	D, F, NF	Berniece quote analysis/group discussion and guided reading questions.	Guided reading questions, passage analysis, Act 1 Quiz.

L.F.2.5.1, L.F.2.3.1, L.F.2.2.1 (form)	Stage Directions	<i>The Piano Lesson</i> Act 2.1	D	Passage analysis of stage directions as characters begin to develop.	Discussions about stage directions in the scene. Scene creation activity with stage directions.
L.F.2.5.1, L.F.2.3.1, L.F.2.2.3	Stage directions, characterization, and conflict.	<i>The Piano Lesson</i> Act 2.2	D	Discuss conversation between Berniece and Avery and identify the conflict.	Guided reading questions and discussions
L.F.2.3.4 (theme), L.F.2.3.6 (POV), L.F.2.2.3, L.F.2.2.4	Conflict / POV / Theme	<i>The Piano Lesson</i> Act 2.2 & "Domestic Work" by Natasha Trethewey	D / P	Analyze the character of Berniece and connect to the subject of "Domestic Work"	Poem analysis handout
L.F.2.5.1, L.F.2.3.1, L.F.2.2.3	Stage directions, characterization, and conflict.	<i>The Piano Lesson</i> Act 2.3 & 2.4	D	Discuss how the actions of Boy Willie in these scenes contribute to the conflict between him and Berniece.	Discussions
L.F.2.3.4 (theme), L.F.2.3.6 (POV), L.F.2.2.3, L.F.2.2.4, CC.1.4.9-10.S	Conflict / POV / Theme	<i>The Piano Lesson</i> Act 2.3, 2.4, and 2.5. "Caged Bird" by Maya Angelou	D / P	Study Berniece's inner conflict (2.3) and Boy Willie's monologue (2.5). Read "Caged Bird" to develop an understanding.	"Caged Bird" connection to play CR
L.F.2.5.1, CC.1.4.9-10.S	Symbolism and Text-to-Text Influence	<i>The Piano Lesson</i> Act 2.5 "The Piano Lesson" collage by Romare Bearden	D	Finish play in class (2.5) and complete symbolism chart to reflect on ideas and conflicts throughout the play.	Completion of chart and discussions. Completion of Act 2.5 Study Guide.
L.F.2.3.1, L.N.1.1.4	Character development and informing the audience	<i>The Piano Lesson</i> Act 2.5 and "Production" clip on play DVD.	D / NF	Review characters by viewing "production" video clip and reflecting on the actors' choices.	Act 2 quiz and video clip exit slip. Finish play character development chart.
C.A.1.1.1, C.A.1.1.2, C.A.1.1.3, C.A.1.1.4, C.A.1.1.5, C.A.3.1.1, C.A.3.1.2, C.A.3.1.3, C.A.3.1.4, C.A.3.1.5, CC1.4.9-10.S, CC1.4.9-10T	Character Development	<i>The Piano Lesson</i>	D	Write an argumentative essay in which you argue how Berniece or Boy Willie has developed throughout the text.	Graded writing assignment, summative assessment of character analysis skills
CC.1.4.9-10.S, L.F.1.1.1, L.F.1.1.3, L.F.1.2.3, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.3, L.F.2.3.4, L.F.2.3.6, L.F.2.5.1, L.F.2.5.3		<i>Incident at Valley Forge</i>	D	Keystone Practice	On Quarterly #3
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.F.2.2.1-4, L.F.2.5.1-2, CC.1.4.9-10.S	Poetry Sound & Literary Elements	Poetry Carousel Poems: "Mending Wall" by Robert Frost, "The Wind Tapped like a Tired Man" by Emily Dickinson, "Fifteen" by William Stafford, "The Road Not Taken" by Robert Frost, "Don't Quit" by Edward A. Guest,	P	Poetry Carousel - "Mending Wall" class analysis	Individual CR (homework)
L.F.1.1.1-3; L.F.2.1.1-2; L.F.2.2.1, 3, 4; L.F.2.3.1-6; L.F.2.5.1-2; CC.1.4.9-10.S-T	plot, setting, character, theme, tone/ style/ mood, POV, foreshadowing, imagery, irony, personification, simile, sound devices, structure	"Desiree's Baby" Kate Chopin, "Young" by Anne Sexton (poem), "The Rainy Day" by William Wadsworth Longfellow (poem), "Story of an Hour" Kate Chopin	F, P	Passage analysis (plot, setting, character, theme, tone/ style/ mood, POV, foreshadowing, imagery, irony, techniques of fiction, inferences +evidence); poetry analysis (personification, simile, sound devices, structure) and connections in diction between "Desiree's Baby" and two poems ; style comparison (plot twist) between "Desiree's Baby" and "The Story of an Hour" (constructed response)	Exit ticket; poetry analysis worksheet; constructed response (rubric)

L.F.1.2.3, L.F.1.2.4, L.F.2.1.1, L.F.2.3.4, L.F.2.5.1, L.F.2.5.2	Poetry Sound & Literary Elements	"Hope is a Thing with Feathers" and "Because I Could Not Stop for Death" by Emily Dickinson	P	Reading, analyzing and answering multiple choice questions together. Plan CR with partner.	Write CR
L.F.1.1.3; L.F.1.3.2; L.F.2.1.1-2; L.F.2.2.1, 3; L.F.2.3.1, 3, 5, 6; L.F.2.5.1' L.N.1.1.3; L.N.1.3.1-2	plot, setting, characterization, tone/ style/ mood, symbolism	"Hills Like White Elephants" Ernest Hemingway, "Hills Symbolism Discussion" (article)	F, NF	Passage analysis (plot, setting, characterization, tone/ style/ mood, POV, symbolism, inferences, form influences meaning); claim evaluation; text-to-text connection	Discussion; exit ticket (constructed response)
L.F.1.1.1; L.F.1.3.1; L.F.2.2.3; L.F.2.3.1, 3, 4, 5, 6; L.F.2.5.1; CC.1.4.9-10.S	author's purpose, main ideas/ theme, text-to-text connections, character, plot, tone/ style/ mood, POV	"Two Kinds" Amy Tan and "Victory" Sherman Alexie	F	Passage analysis (author's purpose, main ideas/ theme, text-to-text connections ["Two Kinds" with "Victory" by Sherman Alexie] character, plot, tone/ style/ mood, POV)	Personal response (expectations)
L.F.1.1.3; L.F.1.3.1; L.F.2.1.1-2; L.F.2.2.1, 3; L.F.2.3.1, 3, 5, 6; 2.5.1-2; CC.1.4.9-10.S	evaluate effectiveness of techniques, main idea/ theme, form relates to meaning, character, plot, tone/ style/ mood, POV	"Starlings in Winter" Mary Oliver (poem)	F, P	Passage analysis (evaluate effectiveness of techniques, main idea/ theme, form relates to meaning, character, plot, tone/ style/ mood, POV); Keystone practice with "Starlings in Winter"	Keystone released passage via Performance Tracker for "Starlings in Winter"
L.F.1.1.3; L.F.1.3.1; L.F.2.1.1-2; L.F.2.2.3; L.F.2.3.1-6; L.F.2.5.1-2; L.N.1.1.1-2; L.N.2.2.3; CC.1.4.9-10.S	effective use of fiction techniques, main ideas + evidence, inferences + evidence, character, setting, plot, theme, tone/ mood/ style, POV, symbolism, imagery, foreshadowing, flashback	"The Scarlet Ibis" John Hurst, "Nothing Gold Can Stay" Robert Frost (poem), *Poetry Foundation Article - Color Symbolism in Poetry https://www.poetryfoundation.org/poetrymagazine/articles/70126/what-is-color-in-poetry , "The Piano Man" - Keystone Practice (flashback)	F, P, NF	Passage analysis (effective use of fiction techniques, main ideas + evidence, inferences + evidence, character, setting, plot, theme, tone/ mood/ style, POV, symbolism, imagery, foreshadowing, flashback) via entrance ticket/ quiz with annotated text; exit ticket with choosing and explaining the best evidence; Poetry Foundation article + critical reading of "Nothing Gold Can Stay"	Entrance ticket/ quiz, exit ticket, discussion; "Piano Man" Keystone-released passage via Performance Tracker
L.F.1.1.1, 3; L.F.1.3.1; L.F.2.1.1-2; L.F.2.2.2; L.F.2.3.1, 2, 3, 5, 6; L.F.2.4.1; L.F.2.5.1; CC.1.4.9-10.M, S	plot, setting, characterization, theme, conflict, POV, dialect, author's purpose, techniques of fiction	"Man Who Was Almost a Man" Richard Wright	F	Passage analysis (plot, setting, characterization, theme, conflict, POV, dialect, author's purpose, techniques of fiction); Keystone-style questions + constructed response (informal)	Dave's letter home (creative response)
L.F.1.1.3; L.F.2.1.1; L.F.2.3.1-6; L.F.2.5.1-2; CC.1.4.9-10.S	evaluate technique [time] of fiction, inferences + evidence, theme, character, plot, tone/ style/ mood, POV	"On the Sidewalk Bleeding" Evan Hunter, "The Dash" Linda Ellis (poem)	F, P	Passage analysis (evaluate technique [time] of fiction, inferences + evidence, theme, character, plot, tone/ style/ mood, POV); creative brainstorming (take the POV of another character/ object); poetry analysis with "The Dash"--> thematic connection to "On the Sidewalk Bleeding"	POV creative response with rubric; reading quiz
L.F.1.1.1-3; L.F.2.1.1-2; L.F.2.3.1-6; L.F.2.5.1; CC.1.5.9-10.A	identify and analyze relevant literary elements and fiction techniques	"The Lottery" Shirley Jackson, "Teenage Wasteland" Anne Tyler, "Antojos" Julia Alvarez, "Turn of the Tide" C.S.Forester, "The Most Dangerous Game" Richard Connell	F	Literature Circle-style reading activity-- Read and annotate one of five short stories, discuss the following day + complete guided thinking activity, work with Keystone question stems to create multiple choice questions and responses	Entrance ticket, created questions