

Grade 9 - Unit 3 - Analyzing Literature through the Prism of Self

Unit Focus

Students have been writing all trimester in their journals, focusing on expressing and deepening their thinking. This unit will focus on the students' ability to organize, revise, and polish writing and will allow students to break away from the traditional theme-based essay and explore a unique idea or topic using all they have read and their own life experiences.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 9-10</i></p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>CCSS.ELA-LITERACY.RL.9-10.1</i> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RL.9-10.2</i> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <i>CCSS.ELA-LITERACY.W.9-10.1.A</i> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <i>CCSS.ELA-LITERACY.W.9-10.1.B</i> Provide a concluding statement or section that follows from and supports the argument presented. <i>CCSS.ELA-LITERACY.W.9-10.1.E</i> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <i>CCSS.ELA-LITERACY.W.9-10.2.A</i> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <i>CCSS.ELA-LITERACY.W.9-10.2.C</i> 	<p>T1 Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument. T2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U2 Writers understand that a thesis statement provides an outline for their writing. U3 Writers support and elaborate on their claims and ideas with description and detail. U1 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p>Q1 What ideas from my reading are worth expanding? Q2 How do I create and refine a thesis to organize and drive my writing? Q3 How do I support my thesis with evidence from the text and my own experiences?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>K1 Thesis statements should be clear and specific and tell the reader what the paper is about and guide the writing and keep the argument focused. K2 Strong analysis uses quotes and makes inferences and universal connections to bring about a deeper understanding. K3 Quotes should enhance the message not just</p>	<p>S1 Creating and supporting an original thesis statement. S2 Supporting a thesis statement as well as claims and counterclaims with evidence including quotes as well as inferences. S3 Using quotes and inferences to support an argument.</p>	

Stage 1: Desired Results - Key Understandings

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *CCSS.ELA-LITERACY.W.9-10.4*
- Use parallel structure.* *CCSS.ELA-LITERACY.L.9-10.1.A*
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. *CCSS.ELA-LITERACY.L.9-10.1.B*
- Spell correctly. *CCSS.ELA-LITERACY.L.9-10.2.C*
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. *CCSS.ELA-LITERACY.L.9-10.3.A*

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

reiterate what's already in the paragraph.
K4 Claims and counterclaims are supported with evidence and point out the strengths and limitations of both in a manner appropriate to audience.
K5 Vocabulary: theme, thesis statement, claim, counterclaim, body paragraph, topic sentence, analysis, evidence, quotes, introduction, conclusion, cliché.

S4 Using the writing process to identify weaknesses and improve.
S5 Editing their work for spelling, punctuation, and capitalization