

# English I Curriculum

**Francis Howell  
School District**



**Board Approved: May 18, 2017**



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# **Francis Howell School District**

## **Mission Statement**

Francis Howell School District is a learning community where all students reach their full potential.

## **Vision Statement**

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

## **Values**

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

## **Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## **Communication Arts Graduate Goals**

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

## **Communication Arts Rationale for English I**

One of the goals of English I is to reinforce the literacy skills taught in eighth grade English while beginning to prepare students for the challenging reading and writing they will encounter in English 2, college, and beyond. Students will focus on practicing all communication skills including reading, writing, speaking, listening, researching, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study a wide variety of literature that focuses on human motivation, fear, stereotyping and love. They will also practice effectively communicating their ideas and experiences to others through both speaking and writing.

## **Course Description for English I**

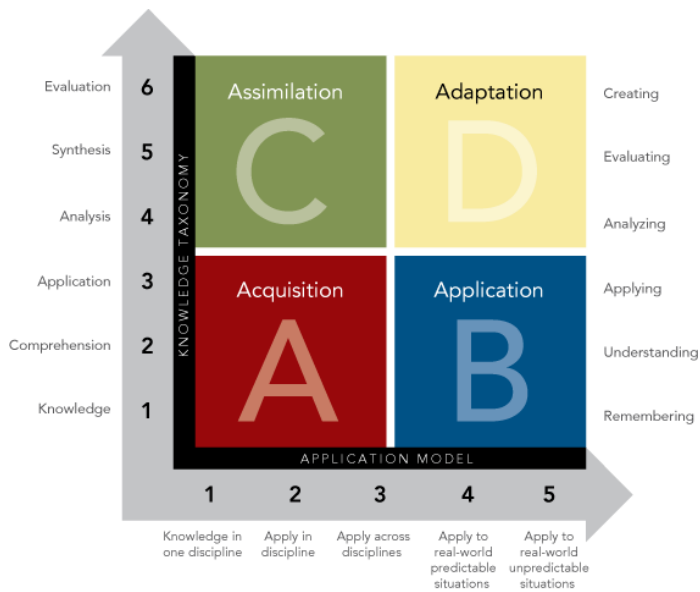
This skill-based course is an introduction to the literacy skills students will need to be college and career ready: reading, writing, listening/speaking, and research. Emphasis will be placed on approaching reading and writing as processes. Expository, narrative, descriptive and persuasive writing will be addressed. Research will be integrated throughout the course. Students will read and respond to literature concerning self-exploration and cross-curricular studies.

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

## ***21st Century Skills***

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## ***Standards***

Standards aligned to this course can be found:

### **Missouri Learning Standards Expectations for English Language Arts**

<https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf>

### **National Educational Technology Standards**

[http://www.iste.org/docs/Standards-Resources/iste-standards\\_students-2016\\_one-sheet\\_final.pdf?sfvrsn=0.23432948779836327](http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327)

English I Units & Standards Overview

Semester 1 Semester 2

Unit 1: Motivation	Unit 2: Fear	Unit 3: True Love	Unit 4: Stereotyping/Challenging Social Order
6-8 weeks	6-8 weeks	6-8 weeks	6-8 weeks
PE Assessment: <b>RL 1.A</b> <b>RL 1.B</b> RL 2.B   RL 2.D RL 3.A   RL 3.D	PE Assessment: <b>RL 1.A</b> <b>RL 1.B</b> RL 1.C <b>RL 1.D</b> RL 2.A   RL 2.B RL 2.D   RL 3.D	PE Assessment: <b>RL 1.A</b> <b>RL 1.B</b> <b>RL 1.D</b> RL 2.A   RL 2.C   RL 2.D RL 3.B   RL 3.D	PE Assessment: <b>RL 1.A</b> <b>RL 1.D</b> RL 2.D RL 3.D   RI 3.B
<b>RI 1.B</b> RI 1.C <b>RI 1.D</b> RI 2.A   RI 2.B   RI 2.D RI 3.A   RI 3.D RL 1.C   RL 2.A   RL 2.C	<b>RI 1.A</b> <b>RI 1.B</b> <b>RI 1.D</b> RI 2.A   RI 2.B   RI 3.D	<b>RI 1.A</b> <b>RI 1.B</b> <b>RI 1.D</b> RI 2.A   RI 2.B   RI 2.D RI 3.A   RI 3.D	<b>RI 1.A</b> <b>RI 1.B</b> <b>RI 1.D</b> RI 2.B   RI 2.C   RI 2.D RI 3.B   RI 3.C   RI 3.D
W 1.A <b>W 2.A</b> W 3 A.a   W 3.A.e  <b>SL 1.B</b> SL 2.A SL 2.C ISTE-S 1c, 2a, 6a, 7b	W 1.A <b>W 2.A</b> W 3 A.a   W 3.A.c  <b>SL 1.B</b> SL 2.C ISTE-S 6d, 7b, 7c	W 1.A, <b>W 2.A</b> W 3.A.c   W 3.A.e  <b>SL 1B</b> SL 2 ISTE-S 6d, 7b, 7c	W 1.A <b>W 2.A</b> W 3.A.c   W 3.A.e  <b>SL 1B</b> SL 2 ISTE-S: 1c, 2b, 3b, 3c, 4b, 5, 6a, 6d, 7b, 7c

\*bolded standards are priority standards



## English I Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
<b>Semester 1</b>	<p>The purpose of this unit is to review previously taught concepts and to introduce new literary devices through the reading of multiple short stories possibly accompanied by a novel. By the end of the unit, students will understand the elements of fiction, be able to apply reading strategies to various fiction and nonfiction texts, and utilize technology to demonstrate thorough understanding of character.</p>	<p>6-8 weeks</p> <p>Read 4-7 short stories and novel</p> <p>Article of the Week</p> <p>Reading Process Strategies</p> <p>Literary Devices</p> <p>Character Analysis</p>	<p>Students will develop a character analysis outline by choosing three adjectives that describe the character and analyze how those adjectives advanced the plot or developed the theme. Students are then encouraged to express their understanding of character analysis by performing for an authentic audience via one of the following options:</p> <ul style="list-style-type: none"> <li>-Staging a news story (either recorded or in front of class)</li> <li>-Creating an Infographic or other artwork that shows understanding</li> <li>-Creating a presentation that shows understanding</li> <li>-Posting literary critique of the character to an online audience for global discussion</li> <li>-Writing an Essay</li> <li>-Writing a series of blogs as the character</li> </ul>	<p><b>RL 2D</b>  <b>W 2.A</b>            W 3.A.e            ISTE-S 1c            ISTE-S 2b            ISTE-S 6a</p>
<b>Semester 1</b>	<p>The purpose of this unit is to review previously taught concepts and to introduce new literary devices through the reading of a novel. The purpose of this unit is to analyze characters and how they deal with and overcome fear.</p>	<p>6-8 weeks</p> <ul style="list-style-type: none"> <li>• Read a novel</li> <li>• Article of the Week</li> <li>• Reading Process Strategies</li> <li>• Literary Devices</li> <li>• Constructed Response</li> </ul>	<p>In this class, you have been introduced to characters that change as a result of fearful experiences. In an essay, compare and contrast what one of the main characters we've encountered was like before and after fear caused him/her to change. Include evidence from the text that supports your analysis.</p>	<p><b>RL 1.A, W 1.A</b>  <b>W 2.A</b>            ISTE-S 6d            ISTE-S 7b            ISTE-S 7c</p>

<p><b>Semester 2</b></p>	<p>By the end of this unit, students will understand how to identify a theme within a drama and support that theme with textual support and analysis. They will also use context clues to comprehend new vocabulary and understand figurative language.</p>	<p>6-8 weeks</p> <ul style="list-style-type: none"> <li>● read a play</li> <li>● write thesis statements</li> <li>● write claims to support thesis statements</li> <li>● find text support</li> <li>● analyze text support</li> </ul> <p>compose an essay</p>	<p>Construct an essay that persuades the reader to agree with your analysis of true love as guided by the prompt below.</p> <ul style="list-style-type: none"> <li>■ Essential Question: What constitutes a healthy relationship?</li> <li>■ Prompt: Argue whether the main characters in the anchor text are or are not an example of a healthy relationship.</li> </ul>	<p><b>RL 1.A, RL 1.D, RL 2.D, RL 1.B, RL 3.D, W 2.A, W 3.A.e, W 1.A, W 3.A.c, ISTE-S 6d ISTE-S 7b ISTE-S 7c</b></p>
<p><b>Semester 2</b></p>	<p>By the end of this unit, the students will be able to analyze theme in a piece of fiction. They will be able to show how characterizations, setting, and internal and external conflict help develop a theme. The students will start learning how to use databases to research and use the information they find to write an expository essay that synthesizes multiple sources.</p>	<p>6-8 weeks</p> <p>read a play</p> <p>analyze theme</p> <p>research</p> <p>compose a speech</p> <p>publish a speech</p>	<p>Choose a theme that is present in this novel. With a partner, research and analyze two of the provided credible sources (one informational text and one of the following: poem, song, or artwork) that have the same theme. On your own, write a well-developed essay, explain your theme, and prove how the novel and your two additional sources support your theme.</p>	<p><b>RL 1.A, RL 1.D, RL 2.D, RL 3.D, RI 1.A, RI 1.D, RI 2.B, RI 2.D, RI 3.D, W 2.A, W 3.A.e, W 1.A SL 1.A, SL 1.C, SL 1.A, SL 2.A, SL 2.C, W 3.A.c</b></p>

<b>Content Area: ELA</b>	<b>Course: English I</b>	<b>UNIT A: Motivation (1<sup>st</sup> Quarter)</b>
<p><b>Unit Description:</b>  The purpose of this unit is to review previously taught concepts and to introduce new literary devices through the reading of multiple short stories possibly accompanied by a novel. By the end of the unit, students will understand the elements of fiction, be able to apply reading strategies to various fiction and nonfiction texts, and utilize technology to demonstrate thorough understanding of character.</p>		<p><b>Unit Timeline:</b></p> <ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Read 4-7 short stories ( accompanied by a novel)</li> <li>● Article of the Week</li> <li>● Reading Process Strategies</li> <li>● Literary Devices</li> <li>● Classroom Blog (unit assessment)</li> </ul>

<b>DESIRED RESULTS</b>
<p><b><u>Transfer Goal -</u></b>  Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate, collaborative members of society.</p>

**Understandings – *Students will understand... (Big Ideas)***

1. that it is necessary to determine and analyze an author’s point of view or purpose in a text.
2. that characterization develops the plot.
3. how to write an effective summary.
4. how to evaluate and write from the perspective of a character.
5. that an internet blog is utilized to compose and publish information.

**Essential Questions: *Students will keep considering...***

An Essential Question is meant to:

- What motivates people to make the decisions they make?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p><b>Reading Literature</b></p> <p><b>The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs. person, etc. internal &amp; external), and setting.</b></p> <p><b>That they should use information in the text to draw conclusions and make inferences.</b></p> <p>The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.</p> <p>How visual elements contribute to the understanding of a story.</p> <p>How the structure of a text, the order of events, and the manipulation of time by the author influence their reading.</p> <p>The difference point of view makes when approaching texts from various cultures.</p> <p>How the author’s word choices and syntax affect the tone and meaning of the story.</p> <p>Representation of a subject can vary depending on what is included or excluded in different mediums.</p>	<p>RL 2.D</p> <p>RL 1.A</p> <p>RL 1.B</p> <p>RL 1.C</p> <p>RL 2.A</p> <p>RL 2.B</p> <p>RL 2.C</p> <p>RL 3.A</p>	<p><b>Reading Literature</b></p> <p><b>Analyze how complex characters develop over the course of a text to advance the plot or develop the theme.</b></p> <p><b>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p>Analyze how an author’s choices concerning how to structure a text, order events, or manipulate time impact the reader.</p> <p>Analyze how a point of view is reflected in the characters, setting, and plot.</p> <p>Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <p>Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.</p>	<p>RL 2.D</p> <p>RL 1.A</p> <p>RL 1.B</p> <p>RL 1.C</p> <p>RL 2.A</p> <p>RL 2.B</p> <p>RL 2.C</p> <p>RL 3.A</p>

Readers will read a variety of texts and work on comprehension skills.	RL 3.D	Read and comprehend literature, including stories, dramas, and poems independently and proficiently..	RL 3.D
<b>How ideas develop throughout the course of a text.</b>	RI 1.D	<b>Reading Informational Texts</b> <b>Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</b>	RI 1.D
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RI 3.A	Analyze how similar ideas or topics are portrayed in different media formats.	RI 3.A
<b>Use context clues from the text to determine meaning of unknown words.</b>	RI 1.B	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and content-specific meanings using context, affixes or reference materials.</b>	RI 1.B
How author’s structural choices impact the reader.	RI 2.A	Analyze how an author’s choices concerning how to structure a text or sequence information impacts the reader.	RI 2.A
How authors language contributes to point of view or purpose.	RI 2.B	Analyze how an author uses rhetoric to advance point of view or purpose.	RI 2.B
How similar ideas can be presented in different ways.	RI 3.A	Analyze how similar ideas or topics are portrayed in different media formats.	RI 3.A
Identify and evaluate a clear claim, valid reasonings, and relevant and sufficient evidence of arguments.	RI 2.D	Evaluate an author’s argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI 2.D
Informational texts and how they are organized.	RI 3.D	Read and comprehend informational text independently and proficiently.	RI 3.D

<p><b>Appropriate development, organization, and style for specific tasks, purposes, and audiences and the steps of the writing process.</b></p> <p>Use organization to structure writing in order to show purpose and awareness of audience.</p> <p>That using technology for interaction, collaboration, idea production, and publication enhances writing.</p> <p>Understand a speaker’s argument including claim, evidence, point of view, reasoning and respond to related questions.</p> <p>That it is important to present information to an audience in a coherent and concise manner, and how to integrate multimedia and visual displays into presentations.</p>	<p>W 2.A</p> <p>W 3.A.a</p> <p>W 3.A.e</p> <p>SL 1.B</p> <p>SL 2.A</p>	<p><b>Writing</b></p> <p><b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</b></p> <p>Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</p> <p>Using technology, including the Internet, to produce, publish, and update individual or shared writing products taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Speaking and Listening</b></p> <p>Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p>	<p>W 2.A</p> <p>W 3.A.a</p> <p>W 3.A.e</p> <p>SL 1.B</p> <p>SL 2.A</p>
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<p>Multimedia products are beneficial in clarifying information, strengthening claims, engaging audience interest.</p>	<p>SL 2.C</p>	<p>Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <ul style="list-style-type: none"> <li>c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</li> </ul> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:</p> <ul style="list-style-type: none"> <li>a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</li> </ul> <p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:</p> <ul style="list-style-type: none"> <li>b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</li> </ul>	<p>SL 2.C</p> <p>ISTE 1c</p> <p>ISTE 6a</p> <p>ISTE 7b</p>
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**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#2 #3 #4 #5	<b>RL2D</b> <b>W 2.A</b> W 3.A.e ISTE-S 1c ISTE-S 6a ISTE-S 7b	<p><b>Description of Assessment Performance Task(s):</b> Performance Task (<u>mandatory</u>): Students will develop a character analysis outline by choosing three adjectives that describe the character and analyze how those adjectives advanced the plot or developed the themes. Students are then encouraged to express their understanding of character analysis by performing for an authentic audience via one of the following options:</p> <ul style="list-style-type: none"> <li>● Staging a news story (either recorded or in front of class)</li> <li>● Creating an Infographic or other artwork that shows understanding</li> <li>● Creating a presentation that shows understanding</li> <li>● Posting literary critique of the character to an online audience for global discussion</li> <li>● Writing an Essay</li> </ul> <p>Students will be scored on the <a href="#">9-10 Informational Scoring Guide</a> and will demonstrate mastery when a 3 or higher is scored.</p>	D  Critical thinking

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant</u> <u>21C:</u>
# 1 # 3	RI 2.B <b>RI 1.D</b> RI1.C	<p><b>1. Article of the Week</b> Students will read, annotate, and summarize an informational text. The students will evaluate author’s purpose in an informational text.</p>	Cues and Questions Summarizing and Notetaking	C Critical Thinking
#2	<b>RL2.D</b>	<p><b>2. Character Crystal Ball</b> After reading the exposition and being introduced to the characters, small groups will conduct a character crystal ball reading to analyze the characters and predict what might happen to them. Students should take turns predicting by answering questions such as</p> <ul style="list-style-type: none"> <li>-What are his/her biggest strengths?</li> <li>-What are his/her biggest weaknesses?</li> <li>-How is he/she similar to another character?</li> <li>-What conflict is coming for the character?</li> <li>-How will might this conflict be resolved? How will this affect others?</li> <li>-What lesson to do you predict the character might learn?</li> </ul>	Advance Organizers	C Critical Thinking



#2	RL 1.A RL 2.D SL1.B	<p><b>2. <u>Character Analysis</u></b></p> <p>Students will analyze George, Lennie, and one additional character while reading <u>Of Mice and Men</u>. The students will cite textual evidence of direct and indirect characterization in a fictional text to prepare for a Fishbowl or small group discussion, using Talking Chips, to answer these questions: How do these three characters advance the plot? How does their relationship develop a series of themes?</p> <p>(Appendix A2: <u>Of Mice and Men</u> Characterization Sheet)</p>	Cooperative Learning	C Critical Thinking
#1 #3 #4	RL 1.A RL 1.D RL 2.B W2.A	<p><b>3. <u>“The Sniper” Close Reading Strategies</u></b></p> <p>The students will be able to read and evaluate a fiction piece, as well as analyze and support internal and external conflict. Students will then take on the role of the main character and <u>write a letter</u> to his mother about the situation he is in. Students should post their letter on Google Classroom, Schoology, or Blogger and comment on two other students’ letters.</p> <p>(Appendix A4 : “The Sniper” Packet) (Appendix A5: “The Sniper” Extension Activity handout)</p>	Summarizing and Note Taking Providing Practice and Assigning Homework	C Critical Thinking
#3 #4 #5	W 3.A.c	<p><b>4. <u>Everyday Editing with Jeff Anderson</u></b></p> <p>Students will acquire and accurately apply parallel structure, various phrases and clauses, and semicolons and colons.</p> <p>(Teacher Resource: <u>Mechanically Inclined</u>, Appendices A6: Sentence of the Week(SOW) teacher resource, A7: <u>absolutes SOW</u>, A8: <u>colon SOW</u>, A9: <u>semicolon SOW</u>, A10: <u>adverbs SOW</u>, A11: <u>parallelism SOW</u>)</p>	Providing Practice and Assigning Homework	B Collaboration
#1	RL1.B RL2.C ISTE-1c	<p><b>5. <u>Figurative Language in Of Mice and Men</u></b></p> <p>Students will explain the author’s purpose for using figurative language in fiction and analyze how that figurative language contributes to the meaning and tone. They will further demonstrate their understanding of characters through creating their own similes and metaphors. Students will create a poem or visual representation that demonstrates the comparison as if they are either George or Lennie, writing to the other character. Students will post their works on Google Classroom or Schoology and give feedback to at least two classmates.</p> <p>(Appendix A16: Simile/Metaphor handout)</p>	Identifying Similarities & Differences	D Communication Creativity
#5	R13.A W2.A W3.A.e ISTE 6a	<p><b>6. <u>Different Viewpoints</u></b></p> <p>Students will do a close reading of one scene in the book, noting the moves Steinbeck uses. Then, students will watch a ten minute clip of the movie version and the same scene of the play version. As they watch both versions, students will complete a comparison matrix with three other students on a Google Doc noting where the works are the same and where they are different. After viewing, student groups will write a constructed response on which version was most effective in achieving Steinbeck’s purpose for the scene. Lastly, student groups will create their own rendition of the scene using words, video, visual or a combination of each. Products should be a new take on the scene somehow but should communicate Steinbeck’s purpose.</p>	Identifying Similarities & Differences	D Communication Creativity Critical Thinking

## UNIT RESOURCES

### Resources:

- *Of Mice and Men* by John Steinbeck
- *The Chocolate War* by Robert Cormier
- “The Necklace” by Guy de Maupassant
- “The Most Dangerous Game” by Richard Connell
- “The Sniper” by Liam O’Flaherty
- “The Monkey’s Paw” by W.W. Jacobs
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Interlopers” by Saki
- “Hunger” from the novel Black Boy by Richard Wright
- “The Story of Daedalus and Icarus” from the *Metamorphoses* by Ovid, translated by Rolfe Humphries
- “Thank You Ma’m” by Langston Hughes
- “Musee des Beaux Arts” by W.H. Auden
- “Landscape With The Fall of Icarus” William Carlos Williams
- *The Fall of Icarus* by Pieter Brueghel
- Deeper Reading by Kelly Gallagher
- Mechanically Inclined by Jeff Anderson
- Everyday Editing by Jeff Anderson
- [www.kellygallagher.org](http://www.kellygallagher.org)
- [www.kaganonline.com](http://www.kaganonline.com)

### Vocabulary:

**Affixes** - a word element (e.g., prefix or suffix) that can only be used when attached to a root or base word

**Alliteration** - the repetition of an initial sound in a line of poetry or in a sentence in prose

**Analysis** - separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

**Annotate** - an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

**Anticipation guide** - a pre-reading strategy which prepares students to consider the major themes and concepts of a written work through a series of statements that address the concepts, rather than the story.

**Central idea** - a main idea in an informational text

**Character traits** - aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

**Close reading** - independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

**Compare** - to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

**Comprehension** - the result of the ability to construct meaning while engaging with text

**Connotation** - attitude and emotional feelings associated with a word or idea

**Contrast** - to explain how things are different

**Conventions** - a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

**Denotation** - a word's literal or dictionary meaning

**Dialect** - the language spoken by the people of a particular place, time or social group •regional dialect: spoken in a specific geographic region •social dialect: spoken by members of a specific social group or class

**Dialogue** - discussion between two or more people

**Digital media** - any form of electronic communication: wikis, blogs, vlogs, digital videos, digital art, YouTube, etc.

**Essential question** - an overarching question which does not have a specific answer; stimulates thought and provokes additional questions

**Evaluate** - to make a judgment of quality based on evidence

**Figurative language** - word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: • adage • euphemism • hyperbole • idiom • metaphor • oxymoron • paradox • personification • pun • simile • symbol

**First person** - a point of view in which the narrator participating in the action tells the story

**Foreshadow** - literary technique in which the author provides clues to coming events in a narrative

**Genre** - categories used to classify text; which may include, but is not limited to: • fiction • nonfiction • poetry • drama • informational • fable • folktale •graphic novel •literary nonfiction • memoir

**Hyperbole** - literary technique in which exaggeration is used to convey meaning (e.g., I've told you a million times.)

**Idiom** - term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., I am pulling your leg. or You're skating on thin ice.)

**Inference** - a conclusion about the unknown, based on the known

**Informational text** - text designed to convey facts; may employ techniques such as lists, graphs, and charts

**Irony** - literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters: **situational irony** involves an occurrence that contradicts the expectations of the reader or audience, **verbal irony** occurs when a writer or speaker says one thing but means the opposite, and **dramatic irony** occurs when a character in a narrative or drama is unaware of something the reader or audience knows

**Literary techniques** - techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to:

• flashback • foreshadow • hyperbole • idiom • imagery • irony • jargon • metaphor • oxymoron • paradox • personification • satire • simile • slang • symbolism

**Metaphor** - literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that does not use the connective words like or as (e.g., Love is a rose.)

**Mood** - in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy

in grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive

**Moral** - message or lesson to be learned from a story or event

**Narrative** - writing that relates a story, personal experience

**Narrator** - the person telling a story; narrative viewpoints include: first person, third-person omniscient, third-person limited

**Organizational strategy** - an approach to organizing the ideas and specifics in a text; examples include definition, classification, compare/contrast, cause/effect, chronological, exposition

**Organizational structure** - organizational strategies which may include but are not limited to: • definition • classification • exposition • description

**Parallel structure** - deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession

**Personification** - literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., a happy home)

**Perspective** - position from which something is considered or evaluated; standpoint

**Plot** - the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution

**Point of view** - chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

**Purpose** - the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue

**Questioning** - a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal, inferential and evaluative levels.

**Reading strategies** - approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text

**Resolution** - a conclusion that resolves the conflicts or issues presented in a text

**Rhetorical devices** - literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: • allusion • analogy • understatement • parallelism • repetition

**Root** - a unit of meaning from which words can be made by the addition of prefixes, suffixes or other modifications

**Setting** - geographic location and time period of a story

**Simile** - literary technique in which two unlike things in different classes are compared, using the words like or as (e.g., Ice is smooth as glass.)

**Style** - a speaker or writer’s particular use of language; manner of expression. A formal style uses standard formal English.

**Summary** - an objective restatement of the essential ideas or major points in a text

**Syntax** - the arrangement of phrases and clauses to convey meaning

**Synthesize** - integrate a number of ideas, pieces of information or data into a coherent whole

**Text features** - parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)

**Textual evidence** - specific support found in a text; see evidence

**Theme** - the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text.

**Transitions** - devices or words in a text that smoothly connect two topics or sections to each other

**Vocabulary** - words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts.

**Voice** - distinctive tone or style of a particular writer; a reflection of the personality of the writer

**Writing process** - non-linear, recursive steps used by writers in producing text, generally include: prewriting drafting revising, proofreading/editing publishing

<b>Content Area: ELA</b>	<b>Course: English I</b>	<b>UNIT B: Fear (2<sup>nd</sup> Quarter)</b>
<b>Unit Description:</b> The purpose of this unit is to review previously taught concepts and to introduce new literary devices through the reading of a novel. The purpose of this unit is to analyze characters and how they deal with and overcome fear.		<b>Unit Timeline:</b> <ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Read a novel</li> <li>● Article of the Week</li> <li>● Reading Process Strategies</li> <li>● Literary Devices</li> <li>● Constructed Response</li> </ul>

<b>DESIRED RESULTS</b>
<p><b><u>Transfer Goal</u> - <i>Students will be able to independently use their learning to...</i></b>          Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.</p>

**Understandings – *Students will understand ... (Big Ideas)***

1. text to text connections are important to reading understanding (informational to fictional)
2. close reading strategies help readers analyze texts.
3. that characterization develops the plot.
4. embedding quotations makes a written response more smooth for the reader
5. organization of a constructed response aids in clarity
6. there are specific audiences with a specific purposes
7. a command of the conventions or standard English grammar are life-long skills

**Essential Questions: *Students will keep considering...***

An Essential Question is meant to:

- What induces fear in the novel? What makes fear so powerful?
- How do characters react to fear? What is the best way to counter fear?
- What is the relationship between fear and evil? Between fear and the supernatural?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p><b>Reading Literature</b></p> <p><b>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</b></p> <p><b>Use context clues to determine the meaning of unknown words.</b></p> <p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p><b>The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.</b></p> <p>The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs. person, etc. internal &amp; external), and setting.</p> <p>Authors make deliberate choices regarding text structure to hold readers' attention, create meaning, and convey overall meaning in a text.</p> <p>The definition of point of view, the definition of character, setting and plot and how they all connect within a text.</p>	<p>RL 1.A</p> <p>RL 1.B</p> <p>RL 1.C</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 2.A</p> <p>RL 2.B</p>	<p><b>Reading Literature</b></p> <p><b>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</b></p> <p><b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</b></p> <p>Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p><b>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.</b></p> <p>Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</p> <p>Analyze how the author's choices concerning how to structure a text, order events, and manipulate time impact the reader</p> <p>Analyze how a point of view is reflected in the characters, setting, and plot.</p>	<p>RL 1.A</p> <p>RL 1.B</p> <p>RL 1.C</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 2.A</p> <p>RL 2.B</p>

<p>Readers comprehend various genres of fiction including stories, dramas, and poems.</p> <p><b>Reading Informational Texts</b></p> <p><b>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</b></p> <p>That ideas develop throughout the text and that they need to be supported and their importance explained as well as provide a summary of the text.</p> <p>The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.</p> <p><b>That they should use context clues in the text to determine the meaning of unknown words.</b></p> <p>The different structures of a text and that the structures impact the way a text is read.</p> <p>The definition of rhetoric and understand how it helps to further the point of view and purpose of a text.</p>	<p>RL 3.D</p> <p>RI 1.A</p> <p>RI 1.D</p> <p>RI 3.D</p> <p>RI 1.B</p> <p>RI 2.A</p> <p>RI 2.B</p>	<p>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</p> <p><b>Reading Informational Texts</b></p> <p><b>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text</b></p> <p>Read and comprehend informational text independently and proficiently.</p> <p><b>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</b></p> <p>Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.</p> <p>Analyze how an author uses rhetoric to advance point of view or purpose.</p>	<p>RL 3.D</p> <p>RI 1.A</p> <p>RI 1.D</p> <p>RI 3.D</p> <p>RI 1.B</p> <p>RI 2.A</p> <p>RI 2.B</p>
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<p><b>Writing</b></p> <p><b>Appropriate development, organization, and style for specific tasks, purposes, and audiences and the steps of the writing process.</b></p> <p>Use organization to structure writing in order to show purpose and awareness of audience.</p> <p>That proper conventions add to the clarity of their writing.</p> <p>That it is important to assess information to determine if it supports or refutes an idea or answer and how to adjust writing to task, purpose, audience, and time frame.</p>	<p>W 2.A</p> <p>W 3.A.a</p> <p>W 3. A.c</p> <p>W 1.A</p>	<p><b>Writing</b></p> <p><b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</b></p> <p>Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choice regarding organization and content.</p> <p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>Conduct research to answer a questions(including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>W 2.A</p> <p>W 3.A.a</p> <p>W 3.A.c</p> <p>W 1.A</p>
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**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#2 #3 #4 #5 #6	<b>RL 1.A</b> W 1.A <b>W 2.A</b> ISTE-S 6d, ISTE-S 7b, ISTE-S 7c	<b>Description of Assessment Performance Task(s):</b> Performance Task ( <u>mandatory</u> ): In this class, you have been introduced to characters that change as a result of fearful experiences. In an essay, compare and contrast what one of the main characters we've encountered was like before and after fear caused him/her to change. Include evidence from the text that supports your analysis. (Appendix B21: FHSD English I Unit 2 Performance Event)	C Critical Thinking

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#1 #2	<b>RI.1.A</b> <b>RI 1.B</b> RI 2.A RI 2.B RI 3.D	1. Students will read, annotate, and summarize an informational text weekly via Article of the Week. They will use reading strategies to get a deeper understanding of what they've read. Students will use these articles to gain background knowledge and practice close reading and discussions using these articles.	Summarizing and Note Taking	C Critical Thinking
#2 #3	<b>RL1.A</b> <b>RL1.D</b> RL 2.D RL 3.D	2. Activity: Students will divide into three groups and close read a series of passages from <i>A Christmas Carol</i> focusing on one of the major topics of the play: fear, kindness, happiness. Each group will also find and read informational texts on their topic and make connections between those texts and the play. Students will use this information to craft a theme statement and outline supporting evidence based on both the play and articles. Students will then get into mixed groups to create an Infographic to demonstrate how each of the three themes works together to craft Dicken's message and comment on the timelessness of the message using information from the articles. Post Infographics on social media for a global audience.	Providing Practice	C Critical Thinking
#1 #3	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b>	3. <u>Activity:</u> The students will analyze a character citing direct and indirect characterization. The students will be able to draw conclusions regarding how the main character affects the plot of the story and development the theme. Students should use their character analysis to have a small group discussion connecting Scrooge to themselves, a friend, or a family member. All Write Round Robin or Four Box Synectics would be possible structures. (Appendix B4: Scrooge Character Analysis)	Cooperative Learning	D Critical Thinking
#4	<b>W 2.A</b> ISTE-6d ISTE-7b	4. <u>Activity:</u> The students will understand how to organize a constructed response to maximize impact. They will use the answer, cite, and explain method. Students will use a practice structure such as Rally Coach to complete a constructed response with a partner. They will post their responses to Google classroom and comment on at least 2 other classmates responses. (Appendix B5: Constructed Response Tips)	Argumentative Writing  Feedback	C Communication
#4	<b>RL1.D</b> <b>W 2.A</b>	5. <u>Activity:</u> The teacher will model how to embed quotes by using the most important part of the selected quote and a summary of the quote. Teacher should model at least 3 versions for students to mimic. The students will get five quotes from the play and five blank slips. Students should work with a partner to create a summary of each slip and write it on the blanks. Students will then pass all 10 slips to the next pair. Each pair will use the 10 slips to draft five sentences with embedded quotes by combining quote and summary. (Appendix B6: Embedding Quotations worksheet)	Summarizing and Note Taking	B Critical Thinking
#4 #5 #6	<b>RL 1.A</b> RL 2.D W 1.A	6. <u>Activity:</u> The students will define and understand foil. Students will use their understanding to draw conclusions about Scrooge and Fred and how their development as foils helps to further the plot and theme. The students will use collected evidence to write an effective constructed	Argumentative Writing	C Critical Thinking

	<b>W 2.A</b>	response. The students will correctly embed quotations. The students will edit and rewrite based on the expectations for a CR. (Appendix B7: Foil Constructed Response)		
#6	<b>W 2.A</b> <b>RL 2.B</b>	7. <b>Activity:</b> The students will identify and explain point of view and evaluate the author’s purpose. The students will understand how to appeal to a specific audience and how point of view affects characters, setting, and plot by writing the same letter from the perspective of two different main characters. Students should post both letters on Google Classroom or Schoology for a classmate to analyze how the point of view impacted the letter. (Appendix B8: Letter from Scrooge)	Argumentative Writing Generating & Testing Hypothesis	C Critical Thinking
#1 #6	<b>RL 1.A</b> <b>RL 2.D</b> <b>RI 1.A</b> <b>RI 3</b> <b>W 2.A</b> <b>SL 1.A</b>	8. <b>Activity:</b> The students will demonstrate understanding of non-fiction and fiction reading materials and make connections. The students will use direct and indirect characterization and text to text connections. They will collaborate and create a brochure for a charity. (Appendix B9: Charitable Scrooge)	Summarizing and Notetaking Cooperative Learning	D Collaboration
#2 #6	<b>W 3.A.a</b> <b>W 2.A</b> <b>ISTE-6d</b> <b>ISTE-7b</b>	9. <b>Activity:</b> The students will read a nonfiction piece while annotating. The students will then complete two journal entries from the perspective of the narrator/writer; one before the narrator/writer overcame her fear and one after the narrator/writer overcame her fear. The students will evaluate imagery and use it in their own writing. Students will post their responses to Google classroom and must comment on at least 2 other student’s work. (Appendix B10: Fear is a Monster Journal)	Providing Practice and Assigning Homework	B Creativity
#7	<b>W 3.A.c</b>	10. <b>Activity:</b> The students will study various sentence structures and grammar concepts by writing sentences of the week. The teacher will lead a discussion about each sentence and concept, students will take notes, and they will eventually write their own sentences to demonstrate their understanding. ( <a href="#">Appendix B12: Absolutes</a> , <a href="#">Appendix B13: Capitalization</a> , <a href="#">Appendix B14: Colons</a> , <a href="#">Appendix 15: Conjunctive Adverbs</a> , <a href="#">Appendix B16: Coordinating Conjunctions</a> , <a href="#">Appendix B17: Introductory Elements</a> , <a href="#">Appendix B18: Parallelism</a> , <a href="#">Appendix 19: Semicolons</a> , <a href="#">Appendix B20: Teacher Resource</a> )	Providing Practice and Assigning Homework	B Critical Thinking

## UNIT RESOURCES

### **Unit Resources & Suggested Texts:**

**Novella:** *A Christmas Carol* by Charles Dickens

**Novels:** *The Fault in Our Stars* by John Green, *Something Wicked This Way Comes* by Ray Bradbury

**Short Stories:** “The Nose” by Akutawga Ryunosuke

**Film:** *A Christmas Carol* (1938 film)

**Book:** *Mechanically Inclined* by Jeff Anderson

### **Resources**

Articles of the week: [www.kellygallagher.org](http://www.kellygallagher.org)

Kagan Strategies: <http://www.kaganonline.com>

Close Reading of a Literary Passage: [http://web.cn.edu/kwheeler/documents/Close\\_Reading\\_Passage.pdf](http://web.cn.edu/kwheeler/documents/Close_Reading_Passage.pdf)

Writing Process: <http://owl.english.purdue.edu/owl/section/1/1/>

### **Vocabulary:**

**Analysis-** separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

**Annotate-**an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

**Central idea-** a main idea in an informational text

**Character traits**– aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

**Citation-** a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted

**Cite-** to identify the source of information, including quotes, facts, statistics, and ideas included in a text

**Claim-** an assertion of the truth of something, typically considered as disputed or in doubt

**Close reading-** independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

**Compare-** to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

**Constructed response-** as assessment item which requires students to develop a response without suggested answer choices

**Contrast-** to explain how things are different

**Essential question-** an overarching question which does not have a specific answer; stimulates thought and provokes additional questions

**Evaluate-** to make a judgment of quality based on evidence

**Evidence-** facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

**First person-** a point of view in which the narrator participating in the action tells the story

**Informative/explanatory** -type of writing which conveys information accurately or which explains a concept or situation

**literary techniques** -techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to:

- flashback
- foreshadow
- hyperbole
- idiom
- imagery
- irony
- jargon
- metaphor
- oxymoron
- personification
- simile
- slang
- Symbolism

**Narrative**- writing that relates a story, personal experience

**Narrator**-the person telling a story; narrative viewpoints include

- first person
- third-person omniscient
- third-person limited

**Performance event/task**- the ELA events/tasks focus on reading, writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. They may take place over time.

**Plot**- the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution

**Point of view**- chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

**Quote**- to restate, word for word, a portion of a text; a written quote requires quotation marks

**Style**- a speaker or writer's particular use of language; manner of expression. A formal style uses standard formal English.

**Text features**- parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)

**Text structures**- framework, organization or overall design of a work; examples include, but are not limited to:

- compare/contrast
- cause/effect
- chronological
- problem/solution
- text types/writing types- The CCSS identifies three types of writing:
- argument- a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In K-5, the term —opinion is

used to refer to this developing form of argument.

- informational/explanatory - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
- narrative - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.

**Textual evidence-** specific support found in a text; see evidence

**Theme-** the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

**Tone-** a writer or speaker's attitude toward the material or audience

**Vocabulary-** words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts

**Voice-** distinctive tone or style of a particular writer; a reflection of the personality of the writer

**Writing process-** non-linear, recursive steps used by writers in producing text, generally include: prewriting, drafting, revising, proofreading/editing, publishing



<b>Content Area: ELA</b>	<b>Course: English I</b>	<b>UNIT C: Relationships (3<sup>rd</sup> Quarter)</b>
<b>Unit Description:</b> By the end of this unit, students will understand how to identify a theme within a drama and support that theme with textual support and analysis. They will also use context clues to comprehend new vocabulary and understand figurative language.		<b>Unit Timeline:</b> <ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● read a play</li> <li>● write thesis statements</li> <li>● write claims to support thesis statements</li> <li>● find text support</li> <li>● analyze text support</li> <li>● compose an essay</li> </ul>

<b>DESIRED RESULTS</b>
<b>Transfer Goal</b> Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate, collaborative members of society.

**Understandings** – *Students will understand how to... (Big Ideas)*

6. write arguments/thesis statements.
7. support arguments with claims.
8. support claims with text.
9. analyze a text.
10. compose an essay with attention to grammar and organization.
11. understand how to use and evaluate figurative language.
12. analyze sources to determine credibility.

<b><u>Essential Questions:</u></b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>● What makes a good, healthy relationship?</li> <li>● What makes a relationship bad and unhealthy?</li> <li>● Does true love exist in fiction or in reality?</li> </ul>
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Students Will Know/Understand...	Standard	Students Will Be Able to ...
<p><b>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</b></p>	RL 1.A	<p><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>
<p><b>The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.</b></p>	RL 1.D	<p><b>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.</b></p>
<p>The structure of a text, the order of events, and the manipulation of time by the author influence their reading.</p>	RL 2.A	<p>Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p>
<p>The author's word choices and syntax affect the tone and meaning of the story.</p>	RL 2.C	<p>Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p>
<p>The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs. person, etc. internal &amp; external), and setting.</p>	RL 2.D	<p>Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p><b>The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.</b></p>	RL 1.B	<p><b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).</b></p>
<p>The definition of allusion and how an author uses allusion to enhance writing</p>	RL 3.B	<p>Explain how and why an author alludes to or transforms source material within his or her text.</p>

<p>Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.</p>	RL 3.D	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</b></p>	RI 1.A	<p><b>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>
<p><b>The definitions of central idea, supporting ideas, and summary and how the central idea is supported by other ideas.</b></p>	RI 1.D	<p><b>Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</b></p>
<p><b>The meaning of comparisons, analogies, and categories. Students need to understand text-to-world, text-to-self and text-text connections from a variety of texts.</b></p>	RI 1.B	<p><b>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</b></p>
<p>How paragraphs are structured and organized, and how one sentence affects the overall paragraph.</p>	RI 2.A	<p>Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.</p>
<p>The definitions of the terms perspective, viewpoints, and evidence and how those items affect a text.</p>	RI 2.B	<p>Analyze how an author uses rhetoric to advance point of view or purpose.</p>
<p>The characteristics of different mediums (e.g. print or digital text, video, multimedia), as well as the definitions of medium, print, digital text, and video.</p>	RI 3.A	<p>Analyze how similar ideas or topics are portrayed in different media formats.</p>
<p>Describe and evaluate arguments, claims, and evidence for relevance and false statements.</p>	RI 2.D	<p>Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.</p>	RI 3.D	<p>Read and comprehend informational text independently and proficiently</p>

<p>How to differentiate between relevant and irrelevant evidence, how to find and use credible sources, when to provide evidence, appropriate use of transition words, understand both sides of an argument, write in a formal style, and provide a supportive concluding statement or section.</p>	<p>W 1.A</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><b>The steps of the writing process.</b></p>	<p>W 2.A</p>	<p><b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</b></p>
<p>How to use technology for interaction, collaboration, idea production, and publication.</p>	<p>W 3.A.e</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p>The basics of conventions and how to use them to show a command of grammar.</p>	<p>W 3 A.c</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p>
<p><b>Assess information to determine if it supports or refutes an idea or answer.</b></p>	<p>SL 1.B</p>	<p><b>Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b></p>

Adjust writing to task, purpose, audience, and time frame.	SL 2.A	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
	ISTE 6d	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students: d. publish or present content that customizes the message and medium for their intended audiences.
	ISTE 7b	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students: b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
	ISTE 7c	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students: c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

EVIDENCE of LEARNING			
<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> Construct an essay that persuades the reader to agree with your analysis of true love as guided by the prompt below.	<u>R/R Quadrant</u> <u>21C:</u>
#1	RL 1.A	■ <b>Essential Question:</b> What constitutes a healthy relationship?	D
#2	RL 1.D	■ <b>Prompt:</b> Argue whether the main characters in the anchor text are or are not an example of a healthy relationship. Students could work in small groups or whole class to create a digital magazine which includes all their essays on healthy relationships. ( <a href="#">Unit C Performance Task Scoring Guide</a> )	Critical Thinking
#3	RL 1.B		Creativity
#4	W 2.A		
#5	W 3.A.e		
#6	W 3.A.c		

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
4 7	<b>RI 1.A</b> <b>RI 1.D</b> RI 3 <b>RI 1.B</b> RI 2.B RI 2.D RI 3.D	1. Article of the Week: Students will read, annotate, and summarize an informational text. The students will evaluate author’s purpose in an informational text.	Summarizing and Notetaking  Nonlinguistic Representation	C  Critical Thinking
4 7	<b>RI 1.A</b> RI 2.B RI 3.A RI 2.D ISTE- 3C	2. Activity: Introduce students to a credible source and then have them complete a Webquest to explore the source and gain background information for <i>Romeo and Juliet</i> . Students should also Skype with another class about what makes healthy relationships. (Appendix: C2- <a href="#">ShakespeareWebquestPacket</a> )	Advance Organizer	C  Critical Thinking
4 6	<b>RL 1.B</b>	3. Activity: Students will close read Act II of <i>Romeo and Juliet</i> for figurative language. They will notate and paraphrase examples using Padlet or Today’s Meet. After reading, groups will discuss why Shakespeare used figurative language and how it is used to develop the tone and theme. (Appendix: C3- <a href="#">Figurative Language</a> )	Providing Practice and Assigning Homework	C  Creativity
4	SL 1.A SL 2.A	4. Activity: Show students a scene from <i>Romeo and Juliet</i> . As they’re watching, point out delivery skills, such as volume, eye contact, and gestures. After watching, analyze and discuss how the actors’ delivery skills helped add interest and understanding. Next, assign students various scenes from the text to perform in front of the class using the delivery skills, with a focus on volume and eye contact. Teacher could also have students create a video of performances.	Nonlinguistic Representation	C  Creativity Communication
4	<b>RL 1.A</b> RL 2.D <b>RL 1.B</b> RL 3.D SL 1.A SL 2.C SL 2.A W 3.A.c ISTE-6d ISTE-7b ISTE-7c	5. Activity: Students should hold a small group discussion using Most Important Point to discuss significant passages. In a computer lab, instruct students to create a short video on Adobe Voice of a passage in which they find significance/beauty/power/depth/etc. Then, they need to explain why they choose their passages. Finally, students should watch and comment on at least one other Adobe Voice.	Cooperative Learning  Generating and Testing Hypothesis	D  Communication

1 2 4 5	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D <b>RL 1.B</b> W 1.A <b>W 2.A</b>	6. Activity: Teach students how to write a thesis statement and how to make claims to support an argument/thesis using characterization within the text. For example, have students create claims to support the following arguments about characters from <i>Romeo and Juliet</i> : <ul style="list-style-type: none"> <li>• Tybalt is aggressive.</li> <li>• Romeo is a romantic.</li> <li>• Capulet is a loving father.</li> </ul> Students should use Evidence Extraction to be sure to use the the most effective evidence. (Appendix: C6- <a href="#">ThesisClaims</a> )	Argumentative Writing	C Critical Thinking
3 4 5	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D <b>RL 1.B</b> W 1.A <b>W 2.A</b>	7. Activity:Teacher will model how to use in-text citations. Then, students will use the text support from Activity 6 and be sure to integrate the text support in sentences that include correct punctuation and citations. (Appendix: C7.1- <a href="#">FourWaysToIntegrateQuotes</a> and C7.2- <a href="#">TextSupport</a> )	Providing Practice	C Critical Thinking
4 5	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D <b>RL 1.B</b> W 1.A <b>W 2.A</b>  W3.A.c	8. Activity: Teacher will model ways to connect the evidence to the claim by answering the questions “so what”. Students will work in pairs to provide explanations and connections for their evidence. Students should be focused on answering the questions “so what” multiple times before landing on an explanation. Student pairs can also use the Warrant Workout to be sure the explanations are effective. ( <a href="#">Appendix: C8-Analysis</a> )	Argumentative Writing	C Critical Thinking
5 7	W3.A.e ISTE-2C	9. Activity: Students will meet with the Library Media Specialists to learn how to use EasyBib to create a Work Cited page.	Reinforcing Effort Providing Recognition	C Critical Thinking Communication
5	W 3.A.c	10. Activity: Everyday Editing with Jeff Anderson Students will acquire and accurately apply knowledge of parallel structure, various phrases and clauses, and semicolons and colons. (Teacher Resource: <i>Mechanically Inclined</i> by Jeff Anderson) (Appendix: C9.1- <a href="#">Absolutes</a> , C9.2- <a href="#">Colons</a> , C9.3- <a href="#">Conjunctive Adverbs</a> , C9.4- <a href="#">Parallelism</a> , and C9.5- <a href="#">Semicolons</a> )	Providing Practice and Assigning Homework	B Critical Thinking

## UNIT RESOURCES

### **Resources:**

*This may include:*

- *Anchor text options:*
  - *The Tragedy of Romeo and Juliet by William Shakespeare*
  - *West Side Story by Arthur Laurents*
- *Pairing novel options:*
  - *Romiette and Julio by Sharon M. Draper*
  - *Scribbler of Dreams by Mary E. Pearson*
  - *A Walk to Remember by Nicholas Sparks*
- *Informational Texts*
- *Poetry*
- *Essays*
- *Websites*
- *Links to any instructional strategy clarification*
- *Student Apps*

### **Vocabulary:**

**Analysis:** separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

**Annotate:** an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

**Bias:** the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices

**Cite:** to identify the source of information, including quotes, facts, statistics, and ideas included in a text

**Claim:** an assertion of the truth of something, typically considered as disputed or in doubt

**Close reading:** independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

**Comprehension:** the result of the ability to construct meaning while engaging with text

**Conventions:** a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

**Counter-claim:** a claim that negates or disagrees with the thesis/claim

**Credible:** believable, worthy of confidence; reliable

**Dialogue:** discussion between two or more people

**Digital media:** any form of electronic communication: wikis, blogs, nings, digital videos, digital art, YouTube, etc.

**Elements of drama:** features of a drama or play, which may include, but are not limited to: cast dialogue scene stage directions

**Evaluate:** to make a judgment of quality based on evidence

**Evidence:** facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.



**Fallacious reasoning:** a failure in logic that renders an argument weak or invalid; a misleading or unsound argument

**Figurative language:** word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: adage euphemism hyperbole idiom metaphor oxymoron paradox personification pun simile symbol

**Inference:** a conclusion about the unknown, based on the known

**Loaded language:** language intended to evoke emotions or to shape attitudes

**Meter:** the pattern of stressed and unstressed syllables in a line of poetry

**Parallel structure:** deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession

**Plagiarism:** presenting someone else's work or ideas as your own

**Quote:** to restate, word for word, a portion of a text; a written quote requires quotation marks

**Rhetoric:** the study and practice of effective expression; discourse intended to move an audience to hold a particular viewpoint or take a particular action.

**Rhetorical devices:** literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion analogy understatement parallelism repetition

**Rhyme:** repetition of an identical or similarly accented sound found at the middle and end of words

**Rhythm:** sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables

**Scene:** division of a drama or film, usually representing what passes between certain of the actors in one place or setting

**Script:** written version of a drama or film used in preparing for a performance

**Soliloquy:** a speech in which a character, alone on stage, reveals his or her thoughts

**Sonnet:** a lyric poem consisting of 14 lines, usually written in iambic pentameter

**Stanza:** division of a poem consisting of a series of lines arranged together

**Style:** a speaker or writer's particular use of language; manner of expression. A formal style uses standard formal English.

**Text types/writing types: argument-** a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In K–5, the term **opinion** is used to refer to this developing form of argument.

**Theme:** the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

**Thesis:** the major claim made and supported in a text

**Tone:** a writer or speaker's attitude toward the material or audience

**Transitions:** devices or words in a text that smoothly connect two topics or sections to each other

**Validity:** message that is relevant, accurate, justifiable, and logically correct

**Verse:** single line of poetry

**Writing process:** non-linear, recursive steps used by writers in producing text, generally include: prewriting drafting revising proofreading/editing publishing

<b>Content Area: ELA</b>	<b>Course: English I</b>	<b>UNIT D: Stereotyping and Challenging Social Order (4<sup>th</sup> Quarter)</b>
<b>Unit Description:</b> By the end of this unit, the students will be able to analyze theme in a piece of fiction. They will be able to show how characterizations, setting, and internal and external conflict help develop a theme. The students will start learning how to use databases to research and use the information they find to write an expository essay that synthesizes multiple sources.		<b>Unit Timeline:</b> <ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Novel</li> <li>● Nonfiction texts</li> <li>● Library Databases</li> <li>● Expository Writing</li> <li>● Works Cited page</li> </ul>

<b>DESIRED RESULTS</b>
<p><b><u>Transfer Goal</u></b> - <i>Students will be able to independently use their learning to...</i>          Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.</p>

**Understandings** – *Students will understand how to... (Big Ideas)*

1. make predictions about a novel
2. research topics in order to gather background information about a novel
3. correctly use parenthetical citations
4. identify important topics in a text and track their development throughout a text
5. analyze how complex characters develop over the course of a text, interact with other characters, and develop the theme
6. develop a theme connecting to the important topics in a novel as connecting to nonfiction
7. write an expository essay synthesizing three sources and explaining a theme
8. write a works cited page
9. demonstrate command of the conventions of standard English grammar and usage when speaking and writing

<p><b><u>Essential Questions:</u></b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does labeling and stereotyping influence how we look at the world?</li> <li>● What are the benefits and consequences of questioning/challenging social order?</li> </ul>
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Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p><b>Reading Literature</b></p> <p><b>That they should use information in the text to draw conclusions and make inferences.</b></p> <p><b>The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery/sensory details, hyperbole), the definition of analogies, the definition of allusions, and how word choices impact the overall tone and meaning in a text.</b></p> <p><b>The definition of theme/central idea, how it is conveyed through the elements of literature (characterization, plot, setting, point of view, etc.), the definition of summary (using appropriate details) and how to write a summary devoid of opinions and judgments.</b></p> <p>The structure of a text, the order of events, and the manipulation of time by the author influence their reading.</p> <p>Characters can change over the course of a story, and this can impact the plot and theme of the story.</p> <p>Readers will read a variety of texts and work on comprehension skills.</p>	<p>RL 1.A</p> <p>RL 1.B</p> <p>RL 1.D</p> <p>RL 2.A</p> <p>RL 2.D</p> <p>RL 3.D</p>	<p><b>Reading Literature</b></p> <p><b>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).</b></p> <p><b>Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</b></p> <p>Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p> <p>Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.</p> <p>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</p>	<p>RL 1.A</p> <p>RL 1.B</p> <p>RL 1.D</p> <p>RL 2.A</p> <p>RL 2.D</p> <p>RL 3.D</p>

<p><b>Reading Informational Texts</b></p> <p><b>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</b></p> <p><b>The definitions of central idea, supporting ideas, and summary, and how the central idea is supported by other ideas.</b></p> <p>Authors are intentional about the structure of ideas in order to effectively convey the overall message, including different types of organizational patterns including problem/solution, cause/effect, chronological, and classification.</p> <p>The definitions of the terms perspective, viewpoints, and evidence and how those items affect the text.</p> <p>How paragraphs are structured and organized, and how one sentence or word affects the overall meaning and tone of a paragraph.</p> <p>Text from various sources can convey a similar event or topic differently; therefore, they should be compared and contrasted using specific comparison criteria.</p> <p>Elements of history including both the political atmosphere and the cultural climate impact how text is presented.</p> <p>Readers use a multitude of strategies to comprehend various types of nonfiction including news articles,</p>	<p>RI 1.A</p> <p>RI 1.D</p> <p>RI 2.A</p> <p>RI 2.B</p> <p>RI 2.C</p> <p>RI 3.B</p> <p>RI 3.C</p> <p>RI 3.D</p>	<p><b>Reading Informational Texts</b></p> <p><b>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</b></p> <p>Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.</p> <p>Analyze how an author uses rhetoric to advance point of view or purpose.</p> <p>Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <p>Evaluate how effectively two or more texts develop similar ideas/topics.</p> <p>Analyze how multiple texts reflect the historical and/or cultural contexts.</p> <p>Read and comprehend informational text independently and proficiently.</p>	<p>RI 1.A</p> <p>RI 1.D</p> <p>RI 2.A</p> <p>RI 2.B</p> <p>RI 2.C</p> <p>RI 3.B</p> <p>RI 3.C</p> <p>RI 3.D</p>
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<p>speeches, and informational texts. Readers chose different strategies for different types of text.</p> <p><b>Writing</b></p> <p>Writers will develop a research question and adjust it as necessary. Writers will research their question by gathering information from multiple credible and reliable sources. Writers will be able to organize their research in a well developed essay without plagiarizing. Writers will be able to correctly cite sources both in text and in a bibliography.</p> <p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p> <p>The audience, purpose and task for their writing and review, revise, and edit their work with these elements in mind. Conventions of standard English grammar and usage should be maintained throughout the writing. This includes correct spelling and punctuation.</p> <p><b>Speaking and Listening</b></p> <p>What qualities make a good discussion, what the various roles within a team are.</p>	<p>W 1.A</p> <p>W 2.A</p> <p>W 3.A.c</p> <p>SL 1.A</p>	<p><b>Writing</b></p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p><b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b></p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p><b>Speaking and Listening</b></p> <p>Work with peers to set rules for collegial discussions and decisionmaking, clear goals, deadlines, and individual roles as needed.</p>	<p>W 1.A</p> <p>W 2.A</p> <p>W 3.A.c</p> <p>SL 1.A</p>
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		<p><b>ISTE-S</b></p> <p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <ul style="list-style-type: none"> <li>c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</li> </ul> <p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none"> <li>b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</li> </ul> <p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none"> <li>c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</li> </ul> <p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <ul style="list-style-type: none"> <li>b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</li> </ul>	<p>ISTE 1c</p> <p>ISTE 2b</p> <p>ISTE 2c</p> <p>ISTE 3b</p>
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		<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <p>c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:</p> <p>b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:</p> <p>b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:</p> <p>a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:</p> <p>d. publish or present content that customizes the message and medium for their intended audiences.</p>	<p>ISTE 3c</p> <p>ISTE 4b</p> <p>ISTE 5b</p> <p>ISTE 6a</p> <p>ISTE 6d</p>
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		<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:</p> <p>b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>	ISTE 7b
		<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:</p> <p>c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal</p>	ISTE 7c

<b>EVIDENCE of LEARNING</b>			
<u>Understanding</u>	<u>Standards</u>	<p><b>Unit Performance Assessment:</b> Performance Task (mandatory): Choose a theme that is present in this novel. With a partner, find and analyze two of the provided credible sources (one informational text and one of the following: poem, song, or artwork) that have the same theme. On your own, write a well-developed essay, explain your theme, and prove how the novel and your two additional sources support your theme. You must include three parenthetical citations (one for each source). You need to include a works cited page. (Appendix D34: <a href="#">FHSD English I Unit 4 Performance Event</a>; D36: Performance Task MLA example; <a href="#">FHSD English I Unit 4 Scoring Guide</a> )</p>	<b><u>R/R</u></b>
#1	<b>RL 1.A</b>		<b><u>Quadrant:</u></b>
#2	<b>RL 1.D</b>		<b><u>21C:</u></b>
#3	RL 3.D		C
#4	<b>RI 1.A</b>		Collaboration
#5	<b>RI 1.D</b>		Critical
#6	RI 2.B		Thinking
#7	RI 3.B		
#8	RI 3.D		
#9	RI 3.C		
	W 1.A		
	<b>W 2.A</b>		
	W 3.A.c		
	ISTE-2C		
	ISTE-6d		
	ISTE-7b		
	ISTE-7c		



**SAMPLE LEARNING PLAN**

<b>Understanding</b>	<b>Standards</b>	<b>Major Learning Activities:</b>	<b>Instructional Strategy:</b>	<b>R/R Quadrant:</b>
#1	<b>W 2.A</b> ISTE-7b ISTE-6d	1. <b>Activity:</b> Students will use pre-reading strategies such as an Anticipation Guide. This can be done as a journal entry or a survey. Post answers to Today’s Meet as they go. The class will discuss each question. This activity will activate prior knowledge on the topics of the book. (Appendix D1: Anticipation Guide)	Cues and Questions Advance Organizers	B Communication
#2 #3	<b>RI 1.A</b> <b>RI 3.D</b> <b>W 1.A</b>  ISTE-S 3b, 4b, 5b, 7b, 7c	2. <b>Activity:</b> The students will go to the library and research topics that connect to the novel. They will be required to use the district databases. They will gather background information by researching the setting and other current events (at the time of the novel). The students will cite each source. At the end of the activity, the students will write a paragraph that summarizes one of the articles they read. They will be required to include a parenthetical citation with their paragraph. (Appendix D2: <a href="#">Library Research</a> , Appendix D3: <a href="#">MLA parenthetical citations guide</a> )	Summarizing and Notetaking Providing Practice and Assigning Homework	C Critical Thinking
#4	<b>RL 1.A</b> <b>RL 1.D</b> SL 1.A W 1.A	3. <b>Activity:</b> As the students read the novel, they choose one of the major topics (education, prejudice, courage, justice). As a topic expert group, students will find passages that highlight what the author is saying about that topic and record them on a collaborative Google Doc. They will also provide an explanation of the significance of the passage. (This can be used as a foundation for a class discussion.) (Appendix D4: TKAM Topic Packet)	Cues and Questions	B Critical Thinking Communication
#4 #5	RL 2.D	4. <b>Activity:</b> The students will evaluate symbolism the title of the novel. They will identify two characters that could be considered “mockingbirds”. The students will also use evidence from the text to evaluate lessons that Scout has learned and characters that have influenced her values. (Appendix D5: Scout’s Lessons)	Providing Practice and Assigning Homework	B Critical Thinking Creativity
#4 #5 #6	<b>RL 1.D</b> RL 2.D ISTE- 6d ISTE-1c ISTE- 6a ISTE-4b	5. <b>Activity:</b> The students will complete a character sketch of one of the main characters from the novel. They will demonstrate their understanding of a character by illustrating, connecting an important quote from the character to a theme, evaluating the character’s conflicts and making connections. Students will then use this information to create a Facebook profile for their character and will either publish it to Google Classroom or Glogster. (Appendix D6: Character Sketch)	Non Linguistic Representation	C Creativity
#5	RL 2.D ISTE-6a ISTE-7b	6. <b>Activity:</b> The students will write down direct and indirect characterization for Scout, Jem, Mrs. Dubose, and Atticus while reading chapter 11. The students will use the information gathered to write a tweet and hashtag from the perspective of each character. All students posting to Twitter should use #TKAM (Appendix D7: Characterization and tweets)	Providing Practice and Assigning Homework	D Critical Thinking

				Creativity
#6	<b>RL 1.D</b>	7. <b>Activity:</b> The students will write a theme that connects to the topics they have been tracking while reading. The students will use examples from the book to support their themes. The students will explain their examples. (Appendix D8: TKAM Theme activity)	Argumentative Writing	B Critical Thinking
#4	<b>RL 1.A</b> <b>RL 1.B</b>	8. <b>Activity:</b> The students will take notes on keywords in the text to lead them to the big ideas of the novel. After the students have read and taken notes, they will summarize the chapter to demonstrate their understanding of the plot and characters. (Appendix D9: <a href="#">Key words power point</a> , Appendix D10: <a href="#">key words note sheet</a> )	Summarizing and Note Taking	B Critical Thinking
#1 #4 #5 #6	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D <b>RL 1.B</b> RL 2.A RL 3.D	9. <b>Activity:</b> The students will complete close readings over different sections of the novel. They will evaluate certain choices of the author, literary devices, and word choice. (Appendix D11: <a href="#">Chapters 1-6 Close Reading</a> , Appendix D12: <a href="#">Chapter 10 Close Reading</a> , Appendix D13: <a href="#">Chapter 11 Close Reading</a> , Appendix D14: <a href="#">Chapters 19-24 Close Reading</a> , Appendix D15: <a href="#">Chapters 27-32 Close Reading</a> )	Summarizing and Note Taking	C Critical Thinking
#6	<b>RI 1.A</b> <b>RI 1.D</b> RI 2.A	10. <b>Activity:</b> The students will read a nonfiction article and make connections between the article and the novel. The activity focuses on evaluating a nonfiction piece for the main idea, finding support for the main idea, and demonstrating how this main idea connects to one of the topics the students have been tracking in the novel. (Appendix D16: Scottsboro Case main idea)	Summarizing and Notetaking Argumentative Writing	C Critical Thinking
#9	W 3.A.c W 3.A.c	11. <b>Activity:</b> The students will study various sentence structures and grammar concepts by writing sentences of the week. The teacher will lead a discussion about each sentence and concept, students will take notes, and they will eventually write their own sentences to demonstrate their understanding. There is a lesson/handout to accompany each concept. (Appendix <a href="#">D17: Absolutes-lesson</a> , Appendix <a href="#">D18: Absolutes</a> , Appendix <a href="#">D19: Adverbs-lesson</a> , <a href="#">D20: Adverbs</a> , Appendix <a href="#">D21: Capitalization-lesson</a> , Appendix <a href="#">D22: Capitalization</a> , Appendix <a href="#">D23: Colons-lesson</a> , Appendix <a href="#">D24: Colons</a> , Appendix <a href="#">D25: Coordinating conjunctions-lesson</a> , Appendix <a href="#">D26: Coordinating conjunctions</a> , Appendix <a href="#">D27: Introductory elements-lesson</a> , Appendix <a href="#">D28: Introductory elements</a> , Appendix D29: <a href="#">Parallelism-lesson</a> , Appendix D30: <a href="#">Parallelism</a> , Appendix D31: <a href="#">Semicolon-lesson</a> , Appendix D32: <a href="#">Semicolon</a> )	Providing Practice and Assigning Homework	B Critical Thinking
#8	W 1.A	<b>12. Activity:</b> The students will learn how to write a MLA works cited page. (Appendix D33: works cited page)	Providing Practice and Assigning Homework	B Critical Thinking

## • UNIT RESOURCES

### • **Unit Resources & Suggested Texts:**

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- **Novels:** *To Kill a Mockingbird* by Harper Lee, *The Secret Life of Bees* by Sue Mock Kidd
- **Short stories:** “Smokers” by Tobias Wolff, “The Scarlet Ibis” by James Hurst, “Red Dress” by Alice Munro
- **Songs:** “I Wonder When I’ll Get To Be Called a Man” by Big Bill Broonzy
- **Book:** *Mechanically Inclined* by Jeff Anderson
- **Resources:**
- Close Reading of a Literary Passage: [http://web.cn.edu/kwheeler/documents/Close\\_Reading\\_Passage.pdf](http://web.cn.edu/kwheeler/documents/Close_Reading_Passage.pdf)
- Writing Process: <http://owl.english.purdue.edu/owl/section/1/1/>

### **Vocabulary:**

**Analysis-** separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

**Annotate-** an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

**Anticipation guide-** a pre-reading strategy which prepares students to consider the major themes and concepts of a written work through a series of statements that address the concepts, rather than the story

**Central idea-** a main idea in an informational text

**Character traits-** aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

**Citation-** a reference which documents the source of a quote, fact, or idea: parenthetical citations are used internally in texts following the information bibliographic citations are used at the end of texts in lists of works cited or consulted

**Claim-** an assertion of the truth of something, typically considered as disputed or in doubt

**Close reading-** independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

**Conventions-** a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage

**Counter-claim-** a claim that negates or disagrees with the thesis/claim

**Credible-** believable, worthy of confidence; reliable

**Dialect-** the language spoken by the people of a particular place, time or social group, regional dialect: spoken in a specific geographic region social dialect: spoken by members of a specific social group or class

**Evaluate-** to make a judgment of quality based on evidence

**Evidence-** facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

**Figurative language-** word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: adage, euphemism, hyperbole, idiom, metaphor, oxymoron, paradox, personification, pun, simile, symbol

**Foreshadow-** literary technique in which the author provides clues to coming events in a narrative

**Genre-** categories used to classify text; which may include, but is not limited to: fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir

**Inference-** a conclusion about the unknown, based on the known

**Informational text-** text designed to convey facts; may employ techniques such as lists, graphs, and charts

**Irony-** literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters

- situational irony involves an occurrence that contradicts the expectations of the reader or audience
- verbal irony occurs when a writer or speaker says one thing but means the opposite
- dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows

**Literary techniques-** techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to: euphemism, flashback, foreshadow, hyperbole, idiom, imagery, irony, jargon, metaphor, oxymoron, paradox, personification, satire, simile, slang, symbolism

**Mood-** in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy

in grammar— verb forms used to indicate the speaker’s attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive

**Narrator-** the person telling a story; narrative viewpoints include: first person, third-person omniscient, third-person limited

**Organizational structure-** organizational strategies which may include but are not limited to: definition, classification, exposition, description

**Parallel structure-** deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession

**Plagiarism-** presenting someone else’s work or ideas as your own

**Plot-** the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution

**Point of view-** chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

**Quote-** to restate, word for word, a portion of a text; a written quote requires quotation marks

**Rhetorical devices-** literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: allusion, analogy, understatement, parallelism, repetition

**Summary-** an objective restatement of the essential ideas or major points in a text

**Synthesize-** integrate a number of ideas, pieces of information or data into a coherent whole

**Text features-** parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks)

**Text types/writing types:** informational/explanatory - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.

**Theme-** the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

**Thesis-** the major claim made and supported in a text

**Tone-** a writer's or speaker's attitude toward the material or audience

**Validity-** message that is relevant, accurate, justifiable, and logically correct

**Voice-** distinctive tone or style of a particular writer; a reflection of the personality of the writer

**Writing process-** non-linear, recursive steps used by writers in producing text, generally include: prewriting, drafting, revising, proofreading/editing, publishing