

# Pre-AP English I Curriculum

**Francis Howell  
School District**



**Board Approved: May 18, 2017**

### **Curriculum Committee**

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Superintendent	Dr. Mary Hendricks-Harris

# **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.

## **Course Rationale for Pre AP English I**

One of the goals of Pre AP English I is to introduce and reinforce the literacy skills required for Advanced Placement while beginning to prepare students for the challenging reading and writing they will encounter in Advanced Placement English Language and Composition and Advanced Placement English Literature and Composition. Students will focus on practicing all communication skills including reading, writing, speaking, listening, 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 self-exploration and expanding students' knowledge and acceptance of the variety of human experiences and cultures.

## **Course Description for Pre AP English I**

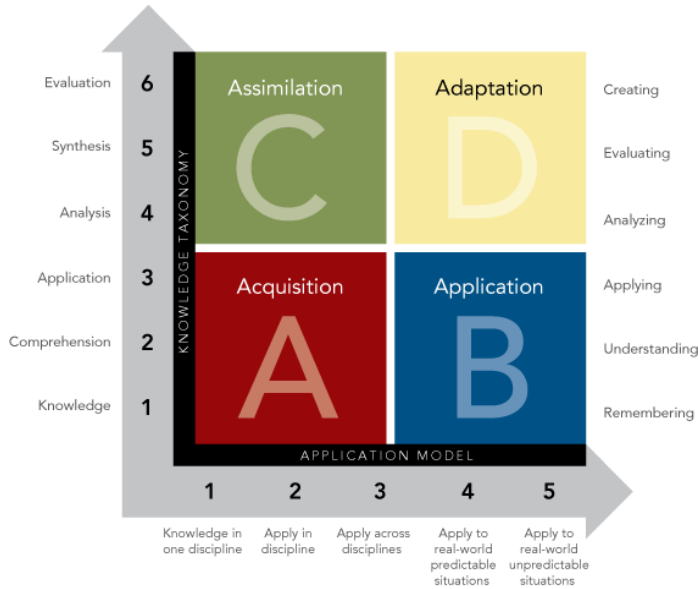
This course is for the advanced student and will be an introduction to the literacy skills and thinking skills students will need to be college and career ready and prepared for future AP classes. This course will focus on reading, writing, listening/speaking, and research. Emphasis will be placed on 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 using self-exploration skills and cross-curricular studies. This course will be vertically aligned to the AP standards and will be designed to achieve success in future AP classes.

## 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.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## *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)

## Units & Standards Overview

**Semester 1**   **Semester 2**

<b>Unit 1: Motivation</b>	<b>Unit 2: Fear</b>	<b>Unit 3: Stereotyping/Challenging Social Order</b>	<b>Unit 4: True Love</b>																																																																																																						
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### Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
<b>Semester 1</b>	The purpose of this unit is to review previously taught devices and to introduce new literary devices through the reading of multiple short stories and an accompanied novel or novels. By the end of the unit, students will understand the elements of fiction, understand Advanced Placement (AP) vocabulary, be able to apply reading strategies to various fiction and non-fiction texts, utilize technology to demonstrate thorough understanding of character, and compose a literary analysis essay when addressing an AP prompt.	<ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Summer homework assignment</li> <li>● Read 4-7 short stories</li> <li>● Read novel(s)</li> <li>● Write constructed responses</li> <li>● Reading process strategies</li> <li>● Article of the week</li> <li>● AP vocabulary</li> <li>● AP literary devices</li> <li>● Grammar</li> <li>● AP literary analysis essay (unit assessment)</li> </ul>	A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Select a novel or play and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 3.D <b>W 2.A</b> W 3.A
<b>Semester 1</b>	The purpose of this unit is to review previously taught literary devices and to introduce new AP literary devices when reading of a novel and demonstrate understanding of AP vocabulary. By the end of the unit, students will be able to analyze characters and understand how they deal with and overcome fear when writing an AP literary analysis essay.	<ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Read a novel</li> <li>● Reading process strategies</li> <li>● Article of the week</li> <li>● AP literary devices</li> <li>● AP vocabulary</li> <li>● Grammar</li> <li>● AP literary analysis essay (unit assessment)</li> </ul>	A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.  * or another AP released prompt	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 3.D <b>W 2.A</b> W 3.A



<p><b>Semester 2</b></p>	<p>During this unit, the students will continue to build upon previously learned literary analysis skills, and they will develop and compose a literary analysis essay. The students will also be working with literary nonfiction texts and will be introduced to the synthesis writing-process. Additionally, students will be introduced to the AP Multiple-Choice assessments while continuing to learn new AP literary terms and vocabulary.</p>	<ul style="list-style-type: none"> <li>● AP Multiple Choice Assessment</li> <li>● Read a novel</li> <li>● Read nonfiction texts/SOAPStone</li> <li>● Library Databases/Research</li> <li>● Works Cited Page</li> <li>● AP Literary analysis</li> <li>● Synthesis essay (unit assessment)</li> <li>● AP literary terms</li> <li>● AP vocabulary</li> <li>● Grammar</li> </ul>	<p>Read the sources that follow (including the introductory information) carefully. Then choose an issue related to the tension in schools between individuality and conformity. You might choose an issue such as dress codes, mandatory classes, or the structure of the school day. You do not have to choose an issue that you have experienced personally. Then, write an essay in which you use this issue to argue the extent to which schools should support individuality or conformity. Synthesize at least three of the sources for support.</p> <p>* or use another released synthesis prompt</p>	<p><b>RI 1.A</b> <b>RI 1.D</b></p> <p>RI 2.A RI 2.B RI 3.A RI 2.D RI 3.D <b>W 2.A</b> W 3.A</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. Previously learned synthesis-essay skills will also be reviewed and enhanced in order to prepare for the synthesis essay unit assessment. Additionally, students will practice poetry analysis using the TPCASTT process.</p>	<ul style="list-style-type: none"> <li>● Read a play</li> <li>● AP Literary analysis</li> <li>● Poetry analysis/TPCASTT</li> <li>● Analyze theme</li> <li>● AP literary terms</li> <li>● AP vocabulary</li> <li>● Grammar</li> <li>● Synthesis essay (unit assessment)</li> </ul>	<p>Based on six sources concerning a defined national school curriculum. Develop a position on whether or not there should be specific texts that all students of high school English should read. Synthesize at least three of the sources for support.</p>	<p><b>RI 1.A</b> <b>RI 1.D</b></p> <p>RI 2.A RI 2.B RI 3.A RI 2.D RI 3.D <b>W 2.A</b> W 3.A</p>

<b>Content Area:</b> English	<b>Course:</b> Pre-AP English I	<b>UNIT 1: Motivation (1st Quarter)</b>
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<p><b>Unit Description:</b> The purpose of this unit is to review previously taught devices and to introduce new literary devices through the reading of multiple short stories and an accompanied novel or novels. By the end of the unit, students will understand the elements of fiction, understand Advanced Placement (AP) vocabulary, be able to apply reading strategies to various fiction and non-fiction texts, utilize technology to demonstrate thorough understanding of character, and compose a literary analysis essay when addressing an AP prompt.</p>	<p><b>Unit Timeline:</b></p> <ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Read 4-7 short stories</li> <li>● Read novel(s)</li> <li>● Write constructed responses</li> <li>● Reading process strategies</li> <li>● Article of the week</li> <li>● AP vocabulary</li> <li>● AP literary devices</li> <li>● Grammar</li> <li>● AP literary analysis essay (unit assessment)</li> </ul>
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<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 that ... (Big Ideas)*

1. The elements of fiction can help one analyze a text and determine themes
2. Knowing AP vocabulary allows one to analyze texts through writing and a variety of assessments.
3. The use of organizers can help one comprehend fiction and nonfiction text.
4. Great writers use deliberate writing techniques to create an effective piece of writing
5. The use of annotation strategies can help one further comprehend texts
6. Participation responsibilities play a role in small-group and whole-class discussions
7. Finding credible digital sources is necessary for developing research and answering questions

**Essential Questions: *Students will keep considering...***  
**What motivates humans to make certain decisions?**

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
<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>RL 1.A</p>	<p><u>Reading Literature</u></p> <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>RL 1.A</p>
	<p>RL 1.C</p>	<p>Interpret visual elements of a text and draw conclusions from them.</p>	<p>RL 1.C</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 or judgments.</b></p>	<p>RL 1.D</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>RL 1.D</p>
<p>The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs _____ and internal vs. external), and setting</p>	<p>RL 2.D</p>	<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>RL 2.D</p>
<p><b>The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery, hyperbole, etc.), the definition of analogy, the definition of allusion, and how word choice impacts the overall tone and meaning in a text.</b></p>	<p>RL 1.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>RL 1.B</p>
<p>Authors make deliberate choices regarding text structure to hold readers’ attention, create meaning, and convey an overall message in a text.</p>	<p>RL 2.A</p>	<p>Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p>	<p>RL 2.A</p>

<p>Representation of a subject can vary depending on what is included or excluded in different mediums.</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> <p><b><u>Reading Informational Texts</u></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 definition of central idea, supporting ideas, and summary and how the central idea is supported by other, more narrow ideas.</b></p> <p><b>The definitions of figurative language (including simile, metaphor, hyperbole, alliteration, personification, etc.). The difference between connotative and technical (denotative) meanings of words and how word choice affects meaning and tone. The definitions of tone, analogy, and allusion.</b></p> <p>The definitions of the terms perspective, viewpoints, and evidence, and how those items affect a text.</p> <p>The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.</p>	<p>RL 3.A</p> <p>RL 3.D</p> <p>RI 1.A</p> <p>RI 1.D</p> <p>RI 1.B</p> <p>RI 2.B</p> <p>RI 3.D</p>	<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden’s “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.</p> <p><b><u>Reading Informational Texts</u></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 central idea of a text and analyze 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><b>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using content, affixes, or reference materials. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</b></p> <p>Analyze how an author uses rhetoric to advance point of view or purpose.</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RL 3.A</p> <p>RL 3.D</p> <p>RI 1.A</p> <p>RI 1.D</p> <p>RI 1.B</p> <p>RI 2.B</p> <p>RI 3.D</p>
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<p><b><u>Writing</u></b></p> <p><b>How to identify and include appropriate text features, research a variety of sources and use multiple ways to include appropriate evidence, correctly cite sources, appropriate use of transition words, use pertinent language, write in a formal style, and provide a supportive concluding statement or section.</b></p> <p>Authors need to be aware of audience as well as the definitions of story elements such as plot, character, point of view, setting, conflict, and author’s perspective. Use and purpose of dialogue, transition words, phrases, and clauses, adjectives, adverbs, and sensory detail,</p> <p>Appropriate development, organization, and style for specific tasks, purposes, and audiences.</p> <p>The steps of the writing process.</p> <p>How to assess information to determine if it supports or refutes an idea or answer.</p> <p>How to adjust writing to task, purpose, audience, and time frame.</p> <p>Parallel structure and other types of sentence structure. Rules of capitalization, punctuation, and spelling with emphasis on colon and semicolon usage.</p>	<p>W 2.A</p> <p>W 3.A</p>	<p><b><u>Writing</u></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>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. 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>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. 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>W 2.A</p> <p>W 3.A</p>
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<b><u>Speaking and Listening</u></b>		<b><u>Speaking and Listening</u></b>	
<p>How to respectfully participate in a meaningful discussion with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas. The use of verbal strategies to clarify and expand on ideas.</p>	SL 1A	<p>Work with peers to set rules for collegial discussions and decisionmaking, clear goals, deadlines, and individual roles as needed.</p>	SL 1A
	SL1B	<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>	SL1B
	SL1C	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p>	SL1C
<p>How to present information to an audience in a coherent and concise manner. How to integrate multimedia and visual displays into presentations.</p>	SL2A	<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>	SL2A
	SL2B	<p>Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</p>	SL2B
	SL2C	<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>	SL2C

		<p><b><u>ISTE Standards:</u></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.</p> <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.</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.</p> <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.</p>	<p>ISTE 1</p> <p>ISTE 3</p> <p>ISTE 6</p> <p>ISTE 7</p>
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**EVIDENCE of LEARNING**

<p><u>Understanding</u> #1</p>	<p><u>Standards</u> <b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 3.D <b>W 2.A</b> W 3.A</p>	<p><b><u>Unit Performance Assessment:</u></b></p> <p>A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Select a novel or play and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.</p> <p>Appendix Document: A22-FHSD English I PreAP Unit 1 Performance Event (<a href="#">Scoring Guide</a> A21)</p>	<p><b><u>R/R Quadrant</u></b></p> <p>C</p> <p><b><u>21st Century:</u></b></p> <p>Critical Thinking</p>
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**SAMPLE LEARNING PLAN**

**Pre-assessment:** See Activity #2 for Pre-assessment

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant/ 21st Century:</u>
#1 #3 #5	<b>RL 1.A</b> <b>RL 1.D</b>	<p>1. <u><a href="#">Secret Life of Bees Theme Tracker-Summer Homework Activity</a></u>            Students will demonstrate an understanding of identifying multiple themes within a single text and following said themes from the beginning of a novel to the end. This activity can be used with Kidd’s novel or another novel. Every time the student notices a detail or event in the story that contributes to one of the themes, they should use the graphic organizer to take notes in preparation for a larger writing assignment at the end of the unit (perhaps choosing one of the multiple themes provided and analyzing its function and purpose in the story using their notes). Students will work in small groups to create analogies of characters and symbols using Four Box Synectics. Then, students will use clay or other materials to visually represent the intersection of the two major themes of the novel. A written explanation should be included.            (Appendix: A1)</p>	<p>Advance Organizer  Nonlinguistic Representation</p>	<p>C  Critical Thinking  Creativity</p>
#1 #3	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> <b>RL 3.D</b> <b>W 2.A</b> <b>W 3.A</b>	<p>2. <u><a href="#">Secret Life of Bees-Literary Analysis Essay</a></u>            Students will complete a literary analysis essay during a 50-minute class session. This essay will prove knowledge and understanding of the summer homework reading, while allowing the teacher to become familiar with the strengths and weakness of each writer. This pre-assessment will be referenced, reviewed, and edited throughout the quarter in order to prepare the students for their Unit One performance assessment.            (Appendix:A2)</p>	<p>Setting Objectives  Feedback</p>	<p>C  Critical Thinking</p>
		<p>3. <u><a href="#">Year-long Personal Blog</a></u>            Students will access their personal blog on Blogger.com, through their school Google account. This will be a place for students to collaborate and reflect upon novels, Articles of the Week, classroom learning, etc. They will write their own posts and view, discuss, and respond to other students’ blogs.</p>	<p>Argumentative Writing</p>	<p>C  Critical Thinking  Communication</p>



#1 #3	<b>RI 1.A</b> <b>RI 1.D</b> <b>RI 1.B</b> RI 2.B	4. <b>Article of the Week</b> Students will read, annotate, and summarize informational texts. The students will evaluate author’s purpose in an informational text. Teachers will choose articles from a variety of sources of which are current and relevant. ( <i>USA Today</i> , <i>New York Times</i> , <i>Theweek.com</i> , <i>Los Angeles Times</i> .) These articles could be discussed on their personal blog. (Appendix: <a href="#">SOAPStone A3</a> , <a href="#">Nonfiction Annotation Sheet A4</a> )	Summarizing and Note-Taking  Advance Organizer	B  Critical Thinking
#3 #4 #5	W3.A	5. <b>Everyday Editing with Jeff Anderson</b> Students will acquire and accurately apply parallel structure, various phrases and clauses, semicolons and colons using Sentence-of-the-Week strategies from Jeff Anderson’s book, <i>Mechanically Inclined</i> . Students will make observations on sentences taken from the texts they are reading. They will also use comparison strategies, visual representations, and consistently practice using newly acquired grammar skills in their own created sentences and/or journals. (Sample Lesson in Appendix: A5)	Providing Practice and Assigning Homework	B  Critical Thinking
#7	<b>RI 1.A</b> <b>RI 1.D</b> RI 2.D W 1.A ISTE 1	6. <b>Of Mice and Men Research Activity</b> The students will utilize the library database to research one topic that is important when analyzing setting, plot, theme, and characterization in <i>Of Mice and Men</i> . They will get to choose between women, migrant workers, Dust Bowl, Great Depression, and John Steinbeck. The students will practice citing specific library databases, while becoming familiar with the credibility and reliability of resources available in the library. After gathering research, they will produce an RSA Animate video and share with classes about the building (Pre-AP and regular English courses, Success classes) (Appendix: A6 and <a href="#">Graphic Organizer A7</a> )	Providing Practice and Assigning Homework Summarizing and Note-Taking	C  Critical Thinking
#3	RL 3.A RL 1.C <b>RI 1.A</b> <b>RI 1.D</b> RI 3.A	7. <b>OPTIC Organizer</b> Students will analyze a visual or graphics that depict discrimination from the 1930s to the 1960’s (settings of <i>The Secret Life of Bees</i> and <i>Of Mice and Men</i> ) when completing an organizer that focuses on how the specific components of the non-print text relate to determine the purpose of the resource. The visuals will allow student reflect on the themes found in <i>The Secret Life of Bees</i> and make predictions about the context in <i>Of Mice and Men</i> . (Appendix: A8)	Non-Linguistic Representation	C  Critical Thinking

#1 #2 #5	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D <b>SL 1.B</b>	8. <u><b>Literary Analysis During-Reading Organizer</b></u> Students will analyze literature when completing an organizer that focuses on genre, plot, character, significant events, vocabulary and theme when reading <i>Of Mice and Men</i> . At the end of the novel, students will cooperate in the Kagan Structure activity, Pairs Compare, where they will work as a team to compare their organizers and create additional ideas or answers. This organizer will lead them into discussion about their literary analysis essay. (Appendix: A9)	Cooperative Learning	C Critical Thinking Collaboration Communication
#1 #2	<b>RL 1.B</b>	9. <u><b>Figurative Language in <i>Of Mice and Men</i></b></u> Students will analyze figurative language in fiction and further demonstrate their understanding of characters through finding their own similes, metaphors, etc. (Appendix: A10)	Providing Practice	C Critical Thinking
#1	RL 2.D RL 3.A ISTE 3	10. <u><b><i>Of Mice and Men</i> Symbolism Activity</b></u> Students will practice identifying and analyzing the purpose of multiple symbols within a text while also questioning the symbols' contribution to the text's overall theme. The students will first look at multiple illustrations (i.e a boxing glove, puppy dog, cane, snake, etc.) and discuss either what character the illustration might represent or where they have seen the symbol in the novel. Students create an Infographic or Google Drawing over one of the symbols to address and support the development of the themes in the novel and share it on an electronic site such as Google Classroom, Schoology, Twitter, etc. Students will respond to three posts and provide feedback over the development of the symbol. (Appendix: A11)	Non-Linguistic Representations	C Collaboration Creativity Communication Critical Thinking
#3 #5 #6	<b>RL 1.A</b> <b>RL 1.D</b> <b>SL1.B</b>	11. <u><b>Chapter Analysis Organizer</b></u> Students will show understanding of fiction when completing an organizer that focuses on main idea, summary, literary devices, and supporting evidence found in specific chapters in <i>Of Mice and Men</i> . Students will then complete a Mix-Pair Share Activity. They silently mix around the room until the teacher calls "Pair." The students pair up with the person closest to them and give a high five. In a Timed Pair Share, the students will focus on a section of the organizer and share ideas. (Appendix: A12)	Cooperative Learning	C Collaboration
#1 #5	<b>RL 1.A</b> <b>RL 1.D</b>	12. <u><b><i>Of Mice and Men</i> "To a Mouse" Activity</b></u> Students will make text-connections and evaluate author's purpose by comparing	Identifying Similarities and	C

	<b>RL 1.B</b> RL 3.D	Robert Burns’ poem to the content within Steinbeck’s novel. <a href="#">An old-English version of the text is provided as well as the modern translation.</a> Students will read the modern translation and use the old-English version to aid in the understanding that literature from the 1900’s was still influenced by traditional, cross-cultural texts. Students may read the poem independently or as a class and <a href="#">answer the questions</a> in order to make a connection between the plight of the mouse in the poem to the migrant workers’ situation in the novel. (Appendix: A13 and A14)	Differences	Critical Thinking
#6	SL 1.A <b>SL 1.B</b> SL 2.A SL 2.B ISTE 6	13. <a href="#">Socratic Seminar Student-Evaluation</a> Students will evaluate their own speaking and listening skills in regards to quality of commentary, amount of class participation, and active-listening skills. Students will complete an evaluation on a Google Form after every Socratic-Seminar and provide commentary at the bottom in regards to their performance and participation (i.e. concerns, further questions, and/or comments they would like to address in private.) The student's’ grade from the teacher will be placed on the same sheet, so they can see where the teacher agrees or disagrees with their evaluation. (Appendix: A15)	Cues and Questions  Feedback	D  Communication
#1 #3 #6	W 3.A <b>SL 1.B</b> ISTE 7	14. <a href="#">Literary Analysis Peer Revision Activity</a> Students will evaluate and provide feedback on <i>Of Mice and Men</i> literary analysis essays written by their peers. They will provide three compliments and three helpful hints which will allow the author to enhance their writing process, all while allowing the editor to become more familiar with the 9 point scoring guide. The areas of focus will include organization, figurative language, style, diction, support, insight, and analysis. This activity can be completed by seniors. The 9th grade teacher gives the completed essays to the AP Lit teacher to distribute out amongst her students. They provide feedback for the 9th grade students. (Appendix: A16)	Feedback  Cues and Questions	C  Communication
#1 #3	<b>RL 1.A</b> <b>RL 1.D</b> <b>SL 1.B</b> SL 2.A SL 2.B	15. <a href="#">Literary Analysis Pre-Writing Organizer</a> Students will analyze significant events from <i>Of Mice and Men</i> and connect the events to themes in order to prepare for the literary analysis essay. Students will work cooperatively to share ideas and enhance understanding of the text. The students will pair up and complete RallyCoach (Kagan Structure). Partner A and Partner B will alternate solving each section. One writes while the other watches, listens, checks, coaches, and praises (Appendix: A17)	Cooperative Learning	C  Collaboration

#1 #3 #5	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D RL 2.A RL 3.D	16. <b><u>Yearly Novel Tracker</u></b> Students will keep a record of each novel they read throughout the year by identifying and recording the theme, characterization, conflict, text-connections, and symbols within each novel and attempting to find a common thread between them all. This can be addressed on the Year-long Blog as a place to synthesize what they have read. (Appendix: A18)	Identifying Similarities & Differences  Summarizing and Note-Taking	C  Critical Thinking
#1	<b>RL 1.A</b> <b>RL 1.B</b> RL 3.D	17. <b><u>Prestwick House AP Multiple-Choice Reading</u></b> Students will practice AP-style assessment format while also using AP vocabulary and reading AP-level selections. This activity should be used as a bellringer as it should only take about ten minutes. (A copy of this document could not be provided on schoology per copyright law. The piece can be found in: <i>Prestwick House Pre-AP: Reading and Exercises</i> by Douglas Grudzina. “A Mad Tea Party” page 62).	Providing Practice and Assigning Homework	C  Critical Thinking
#3 #4 #5	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 2.A <b>W 2.A</b> W 3.A	18. <b><u>Short Prose Reader Organizer and Constructed Response Practice</u></b> Students will analyze prose when completing an organizer that focuses on annotation, vocabulary, theme, main idea, tone, and author’s purpose and practice writing constructed responses. This quarter, the rhetorical mode of focus will be Description/Narration. The teacher will choose from the following texts: <i>Farewell to Summer and It Buzzing, My Ticket to the Disaster, Salvation, A Hanging</i> . The students will complete the organizer while reading the text and complete a constructed response defending the claim that the writer utilizes description/narration within the text. (Appendix: A19)	Advanced Organizer  Providing Practice and Assigning Homework  Argumentative Writing	C  Critical Thinking

## UNIT RESOURCES

### **Teacher Resources:**

- Deeper Reading by Kelly Gallagher
- Mechanically Inclined by Jeff Anderson
- Everyday Editing by Jeff Anderson
- The AP Vertical Teams Guide for English released by The College Board for Pre-AP ([www.collegeboard.com](http://www.collegeboard.com))
- Prestwick House Pre-AP: Readings and Exercises by Douglas Grudzina
- [www.kellygallagher.org](http://www.kellygallagher.org)

- [www.kaganonline.com](http://www.kaganonline.com)

**Student Resources:**

- *The Secret Life of Bees* by Sue Monk Kidd
- *Of Mice and Men* by John Steinbeck
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *The Grapes of Wrath* by John Steinbeck
- *The Bean Trees* by Barbara Kingsolver
- “The Lottery” by Shirley Jackson
- “The Monkey’s Paw” by W.W. Jacobs
- “The Cask of Amontillado” by Edgar Allen Poe
- “The Most Dangerous Game” by Richard Connell
- “The Sniper” by Liam O’Flaherty
- “The Interlopers” by Saki
- “Hunger” from the novel Black Boy by Richard Wright
- “The Necklace” by Guy de Maupassant
- “The Story of Daedalus and Icarus” from *The Metamorphoses* by Ovid
- “Landscape with the Fall of Icarus” by William Carlos Williams
- *The Fall of Icarus* by Pieter Brueghel
- “Thank You Ma’am” by Langston Hughes
- *The Short Prose Reader* by Gilbert H. Muller and Harvey S. Weiner

**Vocabulary:**

**affixes**

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

**allegory**

a literary work in which characters, objects, or actions represent abstractions

**alliteration**

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

**allusion**

a reference to a person, place, event or thing in history, myth, or another work of literature

**analogy**

an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)

**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

**anecdote**

a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

**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.

**apostrophe**

a figure of speech in which one directly addresses an absent or imaginary person, or some abstraction.

**argument**

a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

**bias**

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

**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

**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

**counter-claim**

a claim that negates or disagrees with the thesis/claim

**credible**

believable, worthy of confidence; reliable

**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, ings, digital videos, digital art, YouTube, etc.

**digital sources**

information published and organized electronically and available over a network, typically the Internet

**drafting**

a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of the writing.

**editing/proofreading**

a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

**ellipsis**

the omission of a word or phrase which is grammatically necessary but can be deduced from the context (“Some people prefer cats; others, dogs”)

**essential question**

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

**euphemism**

mild or indirect word or expression substituted for one considered to be too harsh or blunt

**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.

**exposition**

a comprehensive description and explanation to inform a reader about a specific topic

**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

**first person**

a point of view in which the narrator participating in the action tells the story

**flashback**

literary technique in which the author presents information that happened before the events currently taking place

**fluency**

knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)

**foreshadow**

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

**formal style**

a style of writing that is less personal and more objective

**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

**informative/explanatory**

type of writing which conveys information accurately or which explains a concept or situation

**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

**litotes**

a type of understatement in which an idea is expressed by negating its opposite (describing a particularly horrific scene by saying, “It was not a pretty picture.”)

**memoir**



creative nonfiction in which an author recounts experiences from his or her life

**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.)

**metonymy**

substituting the name of one object for another object closely associated with it (“the pen [writing] is mightier than the sword [war/fighting]”)

**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

**multimedia**

the combined use of several media (e.g., Internet, video, audio, textual, graphic)

**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

**onomatopoeia**

a word formed from the imitation of natural sound

**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

**oxymoron**

a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)t

**paradox**

a statement or proposition that seems self-contradictory but expresses a truth

**parallel plots**

plots with related story lines that merge in the end

**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 homel)

**perspective**

position from which something is considered or evaluated; standpoint

**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

**pre-writing/planning**

a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

**primary source**

original materials that have not been filtered through interpretation or evaluation

**prose**

ordinary speech or writing without metrical structure

**pun**

a play on two words similar in sound but different in meaning

**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.

**quote**

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

**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

**recount**

retell in one's own words

**reflection**

to think about and write or speak one's views in response to a text, presentation, or experience

**resolution**

a conclusion that resolves the conflicts or issues presented in a text

**revising**

a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.

**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

**root**

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

**satire**

literary technique that expresses a critical attitude with humor

**scene**

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

**secondary source**

information created after an event or period of study by someone who did not experience the events

**sensory language**

language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells

**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

**synecdoche**

using one part of an object to represent the entire object (for example, referring to a car simply as “wheels”)

**synesthesia**

describing one kind of sensation in terms of another (“a loud color,” “a sweet sound)

**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)

**text structure**

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.

--**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.

**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

**understatement**

presenting something as less important than it actually is

**validity**

message that is relevant, accurate, justifiable, and logically correct

**verse**

single line of poetry

**voice**

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



<b>Content Area:</b> English	<b>Course:</b> Pre-AP I	<b>UNIT 2:</b> Fear (2nd Quarter)
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<p><b>Unit Description:</b> The purpose of this unit is to review previously taught literary devices and to introduce new AP literary devices when reading of a novel and demonstrate understanding of AP vocabulary. By the end of the unit, students will be able to analyze characters and understand how they deal with and overcome fear when writing an AP literary analysis essay.</p>	<p><b>Unit Timeline:</b></p> <ul style="list-style-type: none"> <li>● 6-8 weeks</li> <li>● Read a novel</li> <li>● Reading process strategies</li> <li>● Article of the week</li> <li>● AP literary devices</li> <li>● AP vocabulary</li> <li>● Grammar</li> <li>● AP literary analysis essay (unit assessment)</li> </ul>
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**DESIRED Results**

**Transfer Goal** - *Students will be able to independently use their learning to.....*  
 Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem-solve as cultural, literate, collaborative members of society.

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

1. the elements of fiction are utilized to properly analyze text.
2. applying AP vocabulary when analyzing text improves analysis.
3. organizers are utilized to further comprehend nonfiction text.
4. deliberate writing techniques create effective constructed responses.
5. annotation strategies allow for comprehension of texts.
6. command of the conventions of standard English grammar are foundations for effective writing.
7. effective organization of language enhances the delivery of a speech.

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

- \* What induces fear in the novel(s)? What makes fear so powerful?
- \* How do we, as humans, react to fear? What is the best way to counter fear? How does fear motivate us?
- \* Where is the connection between fear and the overall meaning of the text?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>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 or judgments.</p> <p>The definition of dialogue, the definition of plot (including parts of the plot), characterization, conflict (person vs _____ and internal vs. external), and setting</p> <p>The definition of figurative and connotative meanings (including onomatopoeia, metaphor, simile, personification, imagery, hyperbole, etc.), the definition of analogy, the definition of allusion, and how word choice impacts the overall tone and meaning in a text.</p> <p>Authors make deliberate choices regarding text structure to hold readers’ attention, create meaning, and convey an overall message in a text.</p> <p>The difference point of view makes when approaching texts from various cultures.</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>	<p>RL 1.A</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 1.B</p> <p>RL 2.A</p> <p>RL 2.B</p> <p>RL 3.D</p>	<p><b>Reading Literature</b></p> <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>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 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>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>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 multiple performances of a story, drama, or poem evaluating how each version interprets the source text.</p>	<p>RL 1.A</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 1.B</p> <p>RL 2.A</p> <p>RL 2.B</p> <p>RL 3.D</p>

<p><b><u>Reading Informational Texts</u></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><b>The definitions of figurative language, including simile, metaphor, hyperbole, alliteration, personification, and onomatopoeia. The difference between connotative and technical (denotative) meanings of words and how word choice affects meanings and tone. The definitions of tone, analogy, and allusion.</b></p> <p>Analyze how an author uses rhetoric to advance point of view or purpose.</p> <p>The definition of nonfictions and its characteristics. How literary techniques affect the comprehension of nonfiction.</p> <p><b><u>Writing</u></b></p> <p><b>How to identify and include appropriate text features, research a variety of sources and use multiple ways to include appropriate evidence, correctly cite sources, appropriate use of transition words, use pertinent language, write in a formal style, and provide a supportive concluding statement or section.</b></p>	<p><b>RI 1.A</b></p> <p><b>RI 1.D</b></p> <p><b>RI 1.B</b></p> <p><b>RI 2.B</b></p> <p><b>RI 3.D</b></p> <p><b>W 2.A</b></p>	<p><b><u>Reading Informational Texts</u></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 central idea of a text and analyze 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><b>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using content, affixes, or reference materials. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</b></p> <p>Analyze how an author uses rhetoric to advance point of view or purpose.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><b><u>Writing</u></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><b>RI 1.A</b></p> <p><b>RI 1.D</b></p> <p><b>RI 1.B</b></p> <p><b>RI 2.B</b></p> <p><b>RI 3.D</b></p> <p><b>W 2.A</b></p>
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<p>Authors need to be aware of audience as well as the definitions of story elements such as plot, character, point of view, setting, conflict, and author’s perspective. Use and purpose of dialogue, transition words, phrases, and clauses, adjectives, adverbs, and sensory details.</p> <p>Appropriate development, organization, and style for specific tasks, purposes, and audiences.</p> <p>The steps of the writing process.</p> <p>How to assess information to determine if it supports or refutes an idea or answer.</p> <p>How to adjust writing to task, purpose, audience, and time frame.</p> <p>Parallel structure and other types of sentence structures.</p> <p>Rules of capitalization, punctuation, and spelling with emphasis on colon and semicolon usage.</p>	<p>W 3.A</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. 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>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. 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>W 3.A</p>
<p><b><u>Speaking and Listening</u></b></p> <p>How respectfully participate in a meaningful discussion with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas. The use of verbal strategies to clarify or expand on ideas.</p>	<p>SL 1A</p>	<p><b><u>Speaking and Listening</u></b></p> <p>Work with peers to set rules for collegial discussions and decisionmaking, clear goals, deadlines, and individual roles as needed.</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>SL 1A</p> <p>SL1B</p>

<p>How to present information to an audience in a coherent and concise manner. How to integrate multimedia and visual displays into presentations.</p>	<p>SL 2</p>	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</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>Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</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><b><u>ISTE Standards:</u></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.</p> <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.</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.</p>	<p>SL1C</p> <p>SL2A</p> <p>SL2B</p> <p>SL2C</p> <p>ISTE 1</p> <p>ISTE 3</p> <p>ISTE 6</p>
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		Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE 7
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**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#4 #5 #6	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 3.D <b>W 2.A</b> W 3.A	A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.  Appendix B12- <a href="#">FHSD English I PreAP Unit 2 Performance Event</a>	C  <b><u>21st Century</u></b>  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>21st Century:</u>
#1 #3	<b>RI 1.A</b> <b>RI 1.D</b> <b>RI 1.B</b> RI 2.B ISTE 3	1. <b><u>Article of the Week</u></b> Students will read, annotate, and summarize an informational text, using an <a href="#">annotation checklist</a> . The students will evaluate author’s purpose in an informational text. Teachers will choose articles from a variety of sources of which are current and relevant and possibly have to do with fear or psychological development. Students will also be required to find some of their own articles to analyze to engage them in researching significant/relevant current events. For student-chosen articles, students should complete SOAPStone organizer and share on Google Classroom. Students then choose one peer-chosen article and hold an online forum discussing the relevance to the novel. ( <i>USA Today, New York Times, Theweek.com, Los Angeles Times.</i> ) (Appendix: B1)	Summarizing and Note-Taking  Providing Practice and Assigning Homework	D  Critical Thinking

#3 #5	<b>RI 1.A</b> <b>RI 1.D</b> <b>RI 1.B</b> ISTE 6	<b>2. SOAPSTone Graphic Organizer</b> Students will analyze nonfiction using an organizer to identify the elements utilized to understand the integral components of the texts. Teachers will choose from a variety of current, non-fiction articles on a weekly basis. Students will annotate the articles to enhance reading comprehension and complete the <u>SOAPSTone organizer</u> on a Google Document and share with peers to compare notes. (Appendix: B2)	Nonlinguistic Representation	C Critical Thinking Communication
#6	W 3.A	<b>3. Everyday Editing with Jeff Anderson</b> Students will acquire and accurately apply parallel structure, various phrases and clauses, semicolons and colons using Sentence-of-the-Week strategies from Jeff Anderson's book, <i>Mechanically Inclined</i> . Students will make observations on sentences taken from the texts they are reading. They will also use comparison strategies, visual representations, and consistently practice using newly acquired grammar skills in their own created sentences and/or journals. (Teacher Resources: <u>Mechanically Inclined</u> and <u>Everyday Editing</u> by Jeff Anderson, <u>Sample Lesson</u> in Appendix: B3)	Providing Practice and Assigning Homework	B Critical Thinking
#1 #2 #3 #5	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D SL 1.B	<b>4. Literary Analysis (During-Reading) Organizer</b> Students will analyze <i>Great Expectations</i> , when completing an organizer that focuses on genre, plot, character, significant events, vocabulary, and theme. After the compilation of the organizer, the students will develop a self-generated question pertaining to a societal obstacle that Pip faced. They will conduct research to find articles where individuals encountered relatable experiences. Students should put their question on their blog for online discussions. (Appendix: B4)	Generating and Testing Hypothesis	C Critical thinking
#1 #3 #5	<b>RL 1.A</b> <b>RL 1.D</b> <b>W 2.A</b> <b>W 3.A</b> SL 1.B	<b>5. Chapter Analysis Organizer</b> Students will show understanding of <i>A Separate Peace</i> when completing an organizer that focuses on main idea, summary, literary devices, and supporting evidence. Each chapter, the teacher will pick a specific section of focus. The teacher will compose a constructed response over the section. The students will have a silent discussion via All Write Round Robin. (Appendix: B5)	Cooperative Learning	C Critical Thinking Communication
#1	<b>RL 1.A</b>	<b>6. Coming of Age Tracker</b>	Cooperative	C

#3	RL 2.D SL 1.B	Students will track character development throughout the entirety of a novel. They will analyze how a character’s development influences the overall theme of a text. Students will review characterization in teams in order to think of the best traits for their character. Using the Kagan activity, Rally Table, students will brainstorm a variety of specific events in the novel that contributed to any kind of change in the main character’s life. Each student will then choose one event from the list of brainstormed events and write a quick journal explaining how their chosen event changed the main character’s attitude, personality, or perspective on life/the world. Students have the option to share their thoughts and discuss on Generation.Global (Appendix: B6)	Learning  Argumentative Writing  Nonlinguistic Representation	Critical Thinking
#7	W 2.A W. 3.A SL 2.A SL 2.B ISTE 1 ISTE 7	<b><u>7. Coming-of-Age Narrative Speech</u></b> Students will plan, develop, and construct a narrative speech using an <a href="#">outline</a> and a novel as an outside source. Students will use Adobe Voice or iMovie to record their speeches and share them with the other English I Pre-AP courses in the district. (Appendix: B7 and B8)	Identifying Similarities and Differences	D  Communication  Creativity
#1 #2 #5	RL 1.D RL 2.D RL 1.B	<b><u>8. Applied Practice Multiple-Choice Questions for <i>A Separate Peace</i></u></b> Students will analyze literature when practicing sample multiple choice questions that are formed to prepare them for future AP Exams. (A copy of this document could not be provided on schoology per copyright law.)	Providing Practice and Assigning Homework	C Critical Thinking
#1 #3 #5	RL 1.A RL 1.D RL 2.D RL 2.A RL 3.D	<b><u>9. Yearly Novel Tracker</u></b> Students will keep a record of each novel they read throughout the year by identifying and recording the theme, characterization, conflict, text-connections, and symbols within each novel and attempting to find a common thread between them all. (Appendix: B9)	Advanced Organizer/ Frontloading  Summarizing and Note-Taking	D Critical Thinking
#5	W 2.A	<b><u>10. Embedding Quotations Reference Sheet</u></b> Students will be able to use to MLA format guide to correctly embed quotations and cite sources. This handout covers how to transition smoothly into an embedded quote as well as how to use parenthetical citations within text. (Appendix: B10)	Providing Practice and Assigning Homework	A Critical Thinking
#3	RL 1.A	<b><u>11. Short Prose Reader Organizer &amp; Constructed Response Practice</u></b>	Nonlinguistic	C

#4 #5	<b>RL 1.D</b> <b>RL 1.B</b> RL 2.A <b>W 2.A</b> W 3.A	Students will analyze prose when completing an <a href="#">organizer</a> that focuses on annotation, vocabulary, theme, main idea, tone, and author’s purpose and practice writing constructed responses. This quarter, the rhetorical mode of focus will be Comparison/Contrast. The student will choose from the following texts: <i>A Fable for Tomorrow</i> , <i>Punch and Judy</i> , <i>The Body of the Beholder</i> , or <i>Home Alone</i> . The students will complete the organizer while reading the text and complete a constructed response defending the claim that the writer utilizes comparison/contrast organization. Students then have an online debate with peers who chose the same story with students across the building. (Appendix: B11)	Representation  Argumentative Writing  Providing Practice and Assigning Homework  Identifying Similarities and Differences	Critical Thinking
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**UNIT RESOURCES**

**Teacher Resources:**

- [Deeper Reading](#) by Kelly Gallagher
- [Mechanically Inclined](#) by Jeff Anderson
- [Everyday Editing](#) by Jeff Anderson
- [The AP Vertical Teams Guide for English](#) released by The College Board for Pre-AP ([www.collegeboard.com](http://www.collegeboard.com))
- [Prestwick House Pre-AP: Readings and Exercises](#)
- [www.kellygallagher.org](http://www.kellygallagher.org)
- [www.kaganonline.com](http://www.kaganonline.com)

**Student Resources:**

- *A Christmas Carol* by Charles Dickens
- *Great Expectations* by Charles Dickens
- *A Separate Peace* by John Knowles
- *To Kill a Mockingbird* by Harper Lee
- *The Short Prose Reader* by Gilbert H. Muller and Harvey S. Weiner

**Vocabulary:**

**affixes**

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

**allegory**

a literary work in which characters, objects, or actions represent abstractions

**alliteration**

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

**allusion**

a reference to a person, place, event or thing in history, myth, or another work of literature

**analogy**

an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance.¶ Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)

**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

**anecdote**

a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

**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.

**apostrophe**

a figure of speech in which one directly addresses an absent or imaginary person, or some abstraction.

**argument**

a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

**bias**

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

**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

**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

**counter-claim**

a claim that negates or disagrees with the thesis/claim

**credible**

believable, worthy of confidence; reliable

**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, ings, digital videos, digital art, YouTube, etc.

**digital sources**

information published and organized electronically and available over a network, typically the Internet

**drafting**

a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of the writing.

**editing/proofreading**

a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

**ellipsis**

the omission of a word or phrase which is grammatically necessary but can be deduced from the context (“Some people prefer cats; others, dogs”)

**essential question**

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

**euphemism**

mild or indirect word or expression substituted for one considered to be too harsh or blunt

**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.

**exposition**

a comprehensive description and explanation to inform a reader about a specific topic

**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

**first person**

a point of view in which the narrator participating in the action tells the story

**flashback**

literary technique in which the author presents information that happened before the events currently taking place

**fluency**

knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)

**foreshadow**

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

**formal style**

a style of writing that is less personal and more objective

**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

**informative/explanatory**

type of writing which conveys information accurately or which explains a concept or situation

**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

### **litotes**

a type understatement in which an idea is expressed by negating its opposite (describing a particularly horrific scene by saying, “it was not a pretty picture.”)

### **memoir**

creative nonfiction in which an author recounts experiences from his or her life

### **metonymy**

substituting the name of one object for another object closely associated with it (“The pen [writing] is mightier than the sword [war/fighting]”)

### **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

### **multimedia**

the combined use of several media (e.g., Internet, video, audio, textual, graphic)

### **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

### **oxymoron**

a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)t

**paradox**

a statement or proposition that seems self-contradictory but expresses a truth

**parallel plots**

plots with related story lines that merge in the end

**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

**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

**pre-writing/planning**

a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

**primary source**

original materials that have not been filtered through interpretation or evaluation

**prose**

ordinary speech or writing without metrical structure

**pun**

a play on two words similar in sound but different in meaning

**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.

**quote**

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

**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

**recount**

retell in one's own words

**reflection**

to think about and write or speak one's views in response to a text, presentation, or experience

**resolution**

a conclusion that resolves the conflicts or issues presented in a text

**revising**

a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.

**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

**root**

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

**satire**

literary technique that expresses a critical attitude with humor

**scene**

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

**secondary source**

information created after an event or period of study by someone who did not experience the events

**sensory language**

language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells

**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

**synecdoche**

using one part of an object to represent the entire object (for example, referring to a car simply as “wheels”)

**synesthesia**-describing one kind of sensation in terms of another (“a loud color,” “a sweet sound”)

**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, sub-headings, indexes, key words, sidebars, hyperlinks)

**text structure**

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.

--**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.

**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

**understatement**

presenting something as less important than it actually is

**validity**

message that is relevant, accurate, justifiable, and logically correct

**verse**

single line of poetry

**voice**

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

<b>Content Area:</b> English	<b>Course:</b> Pre-AP I	<b>UNIT 3:</b> Quarter 3 (Stereotyping/Challenging Social Order)
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<p><b>Unit Description:</b> During this unit, the students will continue to build upon previously learned literary analysis skills, and they will develop and compose a literary analysis essay. The students will also be working with literary nonfiction texts and will be introduced to the synthesis writing-process. Additionally, students will be introduced to the AP Multiple-Choice assessments while continuing to learn new AP literary terms and vocabulary.</p>	<p><b>Unit Timeline:</b></p> <ul style="list-style-type: none"> <li>● AP Multiple Choice Assessment</li> <li>● Read a novel</li> <li>● Read nonfiction texts/SOAPStone</li> <li>● Library Databases/Research</li> <li>● Works Cited Page</li> <li>● AP Literary analysis</li> <li>● Synthesis essay (unit assessment)</li> <li>● AP literary terms</li> <li>● AP vocabulary</li> <li>● Grammar</li> </ul>
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**DESIRED Results**

**Transfer Goal** - *Students will be able to independently use their learning to.....*  
 Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural, literate, collaborative members of society.

- Understandings** – *Students will understand that... (Big Ideas)*
1. Making predictions about a novel helps a reader use their prior knowledge in order to enhance their understanding of the text
  2. Researching background information before reading a text is beneficial because it helps a reader understand the historical and social context of the text and also allows reader to make text-to-world connections
  3. Correctly using parenthetical citations will prepare them for future writing in college or other professional arenas.
  4. Literary devices are crucial to understand in order to successfully analyze literature.
  5. Using sample AP multiple-choice questions will help prepare them for upper level AP English courses
  6. Finding connections between events/characters and theme is important in order to understand the development of a text.
  7. Using graphic organizers can help them successfully organize their ideas when analyzing fiction, poetry, and nonfiction
  8. Utilizing rhetorical devices is a key factor when analyzing nonfiction and can help them establish a writer’s perspective, tone, and purpose
  9. Write and edit synthesis essay in which connections from text to text are established.
  10. The conventions of standard English grammar and usage need to be used properly when speaking and writing in order to prepare them for communicating in the professional world.

- Essential Questions:** *Students will keep considering...*
- How does labeling and stereotyping influence how we look at the world?
  - What are the benefits and consequences of questioning/challenging social order?

<p><b><u>Reading Literature</u></b></p> <p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>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.</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><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 the text.</b></p> <p>Authors make deliberate choices regarding text structure to hold readers’ attention, create meaning, and convey overall meaning in a text.</p> <p>Representation of a subject can vary depending on what is included or excluded in different mediums.</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>	<p>RL 1.A</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 1.B</p> <p>RL 2.A</p> <p>RL 3.A</p> <p>RL 3.D</p>	<p><b><u>Reading Literature</u></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>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 complex characters develop over the course of a text to advance the plot and develop the theme.</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 content, affixes, or reference materials.</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 the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden’s “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>)</p> <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. By the end of grade 10, read and</p>	<p>RL 1.A</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 1.B</p> <p>RL 2.A</p> <p>RL 3.A</p> <p>RL 3.D</p>
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		comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	
<p><b><u>Reading Informational Texts</u></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>	RI 1.A	<p><b><u>Reading Informational Texts</u></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>	RI 1.A
<p><b>The definition of central idea, supporting ideas, and summary and how the central idea is supported by other ideas.</b></p>	RI 1.D	<p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it is emerges and is shaped and refined by specific details; provide an objective summary of the text.</b></p>	RI 1.D
<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>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</b></p>	RI 1.B
<p>The definitions of figurative language, including simile, metaphor, hyperbole, alliteration, personification and onomatopoeia. The difference between connotative and technical (denotative) meanings of words and how word choice affects meaning and tone. The definitions of tone, analogy, and allusion.</p>	RI 2.A	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using content, affixes, or reference materials. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p>	RI 2.A
<p>How paragraphs are structured and organized, and how one sentence affects the overall paragraph.</p>	RI 2.B	<p>Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.</p>	RI 2.B
<p>The definitions of the terms perspective, viewpoints, and evidence and how those items affect a text.</p>	RI 3.A	<p>Determine an author's point of view or purpose in a text and analyze how an author used rhetoric to advance that point of view or purpose.</p>	RI 3.A
<p>The characteristics of different mediums (e.g. print or digital</p>	RI 2.A	<p>Analyze how similar ideas or topics are portrayed in different</p>	RI 2.A

<p>text, video, multimedia), as well as the definitions of medium, print, digital text, and video.</p> <p>Describe and evaluate arguments, claims, and evidence for relevance and false statements.</p> <p>Know the significance of historical U.s. texts and how they relate to current issues. The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.</p> <p><b><u>Writing</u></b></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><b>How to identify and include appropriate text features, research a variety of sources and use multiple ways to include appropriate evidence, correctly cite sources, appropriate use of words, use pertinent language, write in a formal style, and provide a supportive concluding statement or section.</b></p> <p>Appropriate development, organization, and style for specific tasks, purposes, and audiences.</p> <p>The steps of the writing process.</p>	<p>RI 2.D</p> <p>RI 3.D</p> <p>W 1.A</p> <p>W 2.A</p> <p>W 3.A</p>	<p>media formats.</p> <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>Read and comprehend informational text independently and proficiently.</p> <p><b><u>Writing</u></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>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>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>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a</p>	<p>RI 2.D</p> <p>RI 3.D</p> <p>W 1.A</p> <p>W 3.A</p>
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<p>How to use technology for interaction, collaboration, idea production, and publication.</p> <p>How to answer a question through researching and blending multiple sources.</p> <p>The definition of plagiarism and the proper format for citations. An evaluation process to determine the credibility of digital, print, and other sources. The definitions of primary and secondary sources.</p> <p>How to assess information to determine if it supports or refutes an idea or answer.</p> <p>How to adjust writing to task, purpose, audience, and time frame.</p> <p>Parallel structure and other types of sentence structure.</p> <p>Rules of capitalization, punctuation, and spelling with emphasis on colon and semicolon usage.</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>How to respectfully participate in a meaningful discussion, with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas.</b></p>	<p>SL 1</p>	<p>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>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. 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><b><u>Speaking and Listening</u></b></p> <p>a. Work with peers to set rules for collegial discussions and decisionmaking, clear goals, deadlines, and individual roles as needed.</p> <p><b>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> <p>c. Respond thoughtfully to diverse perspectives including</p>	<p>SL 1</p>
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<p>How to present information to an audience in a coherent and concise manner. How to integrate multimedia and visual displays into presentations.</p>	<p>SL2</p>	<p>those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p> <p>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.</p> <p>b. Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</p> <p>c. 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><b><u>ISTE Standards:</u></b>  Students apply existing knowledge to generate new ideas, products, or processes.</p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <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.</p> <p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and</p>	<p>SL 2</p> <p>ISTE 1a</p> <p>ISTE 2b</p> <p>ISTE 3</p> <p>ISTE 7</p>
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working effectively in teams locally and globally

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#3 #7 #8 #9	<b>RI 1.A</b> <b>RI 1.D</b> RI 2.A RI 2.B RI 3.A RI 3.B RI 2.D <b>RI 1.A</b> <b>W 2.A</b> W 3.A	Read the sources that follow (including the introductory information) carefully. Then choose an issue related to the tension in schools between individuality and conformity. You might choose an issue such as dress codes, mandatory classes, or the structure of the school day. You do not have to choose an issue that you have experienced personally. Then, write an essay in which you use this issue to argue the extent to which schools should support individuality or conformity. Synthesize at least three of the sources for support. <a href="#">Scoring Guide</a>	<b>21st Century:</b>  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>21st Century:</u>
#7 #8	<b>RI 1.A</b> <b>RI 1.D</b> <b>RI 1.B</b> RI 2.B	<b>1. Article of the Week</b> Students will read, annotate, and summarize an informational text using the <a href="#">SOAPStone graphic organizer</a> . The students will evaluate author’s purpose in an informational text. Teachers will choose articles from a variety of sources of which are current and relevant. ( <i>USA Today, New York Times, Theweek.com, Los Angeles Times.</i> ) Students will have the option to discuss the articles on their year-long personal blog. (Appendix: C1)	Nonlinguistic Representation  Summarizing and Note-taking  Providing Practice and Assigning Homework	C  Critical Thinking

#10	W 3.A	<p><b><u>2. 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 using <a href="#">Sentence of the Week lessons</a>. (Appendix: A5)</p>	Providing Practice and Assigning Homework	B Critical Thinking
#2 #3	<p><b>RI 1.A</b></p> <p><b>RI 1.D</b></p> <p><b>RI 1.B</b></p> <p>RI 2.D</p> <p>W 1.A</p> <p><b>W 2.A</b></p> <p>W 3.A</p> <p>ISTE 2</p> <p>ISTE 3</p>	<p><b><u>3. To Kill a Mockingbird Research Project</u></b></p> <p>Students will choose one aspect of the setting, context, author, and analysis of <i>To Kill a Mockingbird</i> and conduct effective research and take notes, summarizing information found in their sources, and include a parenthetical citation. The students are given specific databases to research. They are asked to provide facts found in the articles and properly cite the resources. The students are to then write a constructed response on Google Docs over their selected topic, properly including in-text citations. Students will anonymously share their constructed responses on Google Classroom or Schoology, then choose three constructed responses differing from their choice of topic and score the writing, giving specific feedback relating to the scoring guide. (Appendix: C3, C4)</p> <p><a href="http://fhfdfhn.sharpschool.net/cms/One.aspx?portalId=999495&amp;pageId=17516944">http://fhfdfhn.sharpschool.net/cms/One.aspx?portalId=999495&amp;pageId=17516944</a></p>	<p>Generating and Testing Hypothesis</p> <p>Summarizing and Note-Taking</p> <p>Argumentative Writing</p>	D Critical Thinking
#4	<p><b>RL 1.A</b></p> <p><b>RL 1.D</b></p> <p>RL 2.D</p> <p><b>SL 1.B</b></p>	<p><b><u>4. Literary Analysis During Reading Organizer</u></b></p> <p>Students will analyze literature when completing an organizer that focuses on genre, plot, character, significant events, vocabulary, and theme in <i>To Kill a Mockingbird</i>. When students complete the organizer they will work cooperatively to create a sample AP Multiple Choice assessment. The students will develop questions based on specific sections of the organizer which include: a significant event, vocab in context, characterization, symbolism, and theme. Students post the questions on Today's Meet or personal blog to have online discussions. (Appendix: C5)</p>	<p>Cooperative Learning</p> <p>Nonlinguistic Representation</p>	C Critical Thinking
#4 #5	<p><b>RL 1.D</b></p> <p>RL 2.D</p> <p><b>RL 1.B</b></p> <p><b>SL1.B</b></p> <p>SL2.A</p> <p>SL 2.B</p>	<p><b><u>5. Applied Practice AP Multiple Choice Questions (<i>To Kill a Mockingbird</i>)</u></b></p> <p>Students will analyze literature when practicing sample multiple choice questions that are formed to prepare them for future AP Exams. The students will complete this activity using the Kagan Strategy, Numbered Heads Together. The questions will be separated and placed on the SmartBoard. The teacher will show the question and provide think time. The students will privately write their answers. The students will stand up and “put their heads together,” showing answers, discussing, and teaching each</p>	<p>Cooperative Learning</p> <p>Providing Practice and Assigning Homework</p>	C Critical Thinking Collaboration Communication

		other. Students sit down when everyone knows the answer. The teacher calls a number. Students with that number, simultaneously share their answer.		
#4	<b>RL 1.A</b> <b>RL 1.D</b> <b>SL 1</b> <b>SL 2</b>	<b><u>6. Literary Analysis Pre-Writing Activity</u></b> Students will use an organizer to analyze significant events in the play and connect the events to themes, in order to prepare for a lit analysis essay. Students will complete this activity using the Pairs Compare Kagan strategy. The pairs are given one organizer. The teacher prompts the students to complete each section, one at a time. The pairs complete a Rally Table and “keep it secret” from the other pair. The teacher then prompts the paris to compare using the RoundRobin strategy. As a team, the students generate new answers, taking turns recording the information. (Appendix: C6)	Nonlinguistic Representation  Cooperative Learning	C  Collaboration  Communication
#7	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 2.C RL 2.B W 2.A W 3.A	<b><u>7. TPCASTT</u></b> Students will use the TPCASTT analysis process to make predictions, paraphrase, and analyze figurative language, tone, and theme in a poem. A <a href="#">handout</a> with a breakdown of the steps, a <a href="#">model analysis</a> , and a detailed <a href="#">scoring guide</a> will be provided for reference. (Appendix: C7, C8, and C9)	Advanced Organizer/ Frontloading  Summarizing and Note-Taking	C  Critical Thinking
#2 #3 #7	<b>RI 1.A</b> <b>RI 1.D</b> RI 2.D ISTE 2	<b><u>8. Website Credibility Activity</u></b> Students will evaluate whether online research sources are credible enough to use an academic paper and/or project. On an organizer, the students will go to three pre-determined websites that are not credible. They will complete an organizer that focuses on the title, author, content, bibliography, etc. They then complete a constructed response determining the credibility of the sites. <b>(Appendix: C10)_</b>	Generating and Testing Hypothesis  Advanced Organizer / Frontloading	B  Critical Thinking
#2 #7	<b>RI 1.A</b> <b>RI 1.D</b> RI 2.D	<b><u>9. Synthesis Essay Website Credibility Activity</u></b> Students will practice finding credible resources and research to find sources to support a specific claim when synthesizing information found in nonfiction. This is a pre-writing activity that allows students to research the topic that will be encountered on their performance event, while establishing and further understanding website credibility. (Appendix: C13)	Argumentative Writing	D  Critical Thinking

<p>#7 #9</p>	<p>W 3.A SL 1.B SL 2.A SL 2.B</p>	<p><b><u>10. Synthesis Essay Sample Student Essay Scoring Guide Activity</u></b> Students will analyze superior synthesis essays and complete an organizer to further understand proper writing techniques and utilize the 9-point scoring guide. The essays are released AP Language student essays from the AP College Board. The students will individually score 4 sample essays. They will score the essay based on the criterion given on the AP Synthesis Scoring Guide. The students will then complete the Kagan Strategy, Timed Pair Share. The teacher announces the essay for discussion. In pairs, the partner A shares first. Partner B gives positive gambit, and then the partners switch roles. After each person has shared, the teacher will read the score and rationale given for each sample essay. (Appendix: C12)</p>	<p>Cooperative Learning  Similarities and Differences  Argumentative Writing</p>	<p>B  Critical Thinking  Collaboration  Communication</p>
<p>#9 #10</p>	<p>W 3.A ISTE 7</p>	<p><b><u>11. Synthesis Essay Group Editing Activity</u></b> Students will evaluate and edit sample student essays in order to further understand proper writing techniques and utilize the knowledge gained to enhance their own writing. The 9th grade student essays will be given to students currently in AP Lit and Comp. The AP students will give feedback in the form of three compliments and 3 suggestions. The 9th grade students will revise and reflect on their essay based on the student feedback. (Appendix: C11)</p>	<p>Cooperative Learning  Providing Practice and Assigning Homework  Feedback  Cues and Questions</p>	<p>B  Collaboration  Communication</p>
<p>#7</p>	<p>RL 1.A RL 1.D RL 1.B RL 2.A W 2.A W 3.A</p>	<p><b><u>12. Short Prose Reader Organizer &amp; Constructed Response Practice</u></b> Students will analyze prose when completing an organizer that focuses on annotation, vocabulary, theme, main idea, tone, and author’s purpose and practice writing constructed responses. This quarter, the rhetorical mode of focus will be Cause/Effect. The student will choose from the following texts: <i>The America I Love</i>, <i>Why I Live Where I Live</i>, <i>Who’s Your Daddy</i>. The students will complete the organizer while reading the text and complete a constructed response defending the claim that the writer utilizes cause/effect organization.</p>	<p>Advanced Organizer / Frontloading  Argumentative Writing  Providing Practice and Assigning Homework</p>	<p>C  Critical Thinking</p>



#4 #5	<b>RL 1.A</b> <b>RL 1.B</b> RL 3.D	<b>13. Prestwick House Pre-AP Multiple-Choice Reading</b> Students will practice AP-style assessment format while also using AP vocabulary and reading AP-level selections. This activity should be used as a bellringer as it should only take approximately 5-10 minutes. (A copy of this document could not be provided on schoology per copyright law. This activity can be found in <i>Prestwick House Pre-AP: Readings and Exercises</i> by Douglas Grudzina. “The last night she lived” page 241.)	Providing Practice and Assigning Homework	C Critical Thinking
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UNIT RESOURCES	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <u>Deeper Reading</u> by Kelly Gallagher</li> <li>● <u>Mechanically Inclined</u> by Jeff Anderson</li> <li>● <u>Everyday Editing</u> by Jeff Anderson</li> <li>● <u>The AP Vertical Teams Guide for English</u> released by The College Board for Pre-AP (<a href="http://www.collegeboard.com">www.collegeboard.com</a>)</li> <li>● <u>Prestwick House Pre-AP: Readings and Exercises</u></li> <li>● <a href="http://www.kellygallagher.org">www.kellygallagher.org</a></li> <li>● <a href="http://www.kaganonline.com">www.kaganonline.com</a></li> </ul>	<p><b>Student Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>To Kill a Mockingbird</i> by Harper Lee</li> <li>● <i>The Chosen</i> by Chaim Potok</li> <li>● <i>Z for Zachariah</i> by Robert C. O’Brien</li> <li>● <i>The Maze Runner</i> by James Dashner</li> <li>● <i>The Short Prose Reader</i> by Gilbert H. Muller and Harvey S. Weiner</li> </ul>
<p><b>Vocabulary:</b></p> <p><b>affixes</b> a word element (e.g., prefix or suffix) that can only be used when attached to a root or base word</p> <p><b>allegory</b> a literary work in which characters, objects, or actions represent abstractions</p> <p><b>alliteration</b> the repetition of an initial sound in a line of poetry or in a sentence in prose</p> <p><b>allusion</b> a reference to a person, place, event or thing in history, myth, or another work of literature</p> <p><b>analogy</b></p>	

an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)

**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

**anecdote**

a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

**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.

**apostrophe**

a figure of speech in which one directly addresses an absent or imaginary person, or some abstraction.

**argument**

a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

**bias**

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

**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

**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

**counter-claim**

a claim that negates or disagrees with the thesis/claim

**credible**

believable, worthy of confidence; reliable

**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, nings, digital videos, digital art, YouTube, etc.

**digital sources**

information published and organized electronically and available over a network, typically the Internet

**drafting**

a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of the writing.

**editing/proofreading**

a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

**ellipsis**

the omission of a word or phrase which is grammatically necessary but can be deduced from the context ("Some people prefer cats; others, dogs")

**essential question**

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

**euphemism**

mild or indirect word or expression substituted for one considered to be too harsh or blunt

**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.

**exposition**

a comprehensive description and explanation to inform a reader about a specific topic

**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

**first person**

a point of view in which the narrator participating in the action tells the story

**flashback**

literary technique in which the author presents information that happened before the events currently taking place

**fluency**

knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)

**foreshadow**

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

**formal style**

a style of writing that is less personal and more objective

**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

**informative/explanatory**

type of writing which conveys information accurately or which explains a concept or situation

**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

**litotes**

a type of understatement in which an idea is expressed by negating its opposite (describing a particularly horrific scene by saying, “It was not a pretty picture.”)

**memoir**

creative nonfiction in which an author recounts experiences from his or her life

**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.||)

**meter**

the pattern of stressed and unstressed syllables in a line of poetry

**metonymy**

substituting the name of one object for another object closely associated with it(“The pen [writing] is mightier than the sword [war/fighting]”)

**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

**multimedia**

the combined use of several media (e.g., Internet, video, audio, textual, graphic)

**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

**onomatopoeia**

a word formed from the imitation of natural sounds

**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

**oxymoron**

a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp||)t

**paradox**

a statement or proposition that seems self-contradictory but expresses a truth

**parallel plots**

plots with related story lines that merge in the end

**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

**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

**pre-writing/planning**

a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

**primary source**

original materials that have not been filtered through interpretation or evaluation

**prose**

ordinary speech or writing without metrical structure

**pun**

a play on two words similar in sound but different in meaning

**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.

**quote**

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

**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

**recount**

retell in one's own words

**reflection**

to think about and write or speak one's views in response to a text, presentation, or experience

**resolution**

a conclusion that resolves the conflicts or issues presented in a text

**revising**

a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.

**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

**root**

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

**satire**

literary technique that expresses a critical attitude with humor

**scene**

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

**secondary source**

information created after an event or period of study by someone who did not experience the events

**sensory language**

language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells

**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. |)

**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.

**summary**

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

**synecdoche**

using one part of an object to represent the entire object (for example, referring to a car simply as "wheels")

**synesthesia**

describing one kind of sensation in terms of another ("a loud color," "a sweet sound")

**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, sub-headings, indexes, key words, sidebars, hyperlinks)

**text structure**

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.

--**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.

**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

**understatement**

presenting something as less important than it actually is

**validity**

message that is relevant, accurate, justifiable, and logically correct

**verse**

single line of poetry

**voice**

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

<b>Content Area:</b> English	<b>Course:</b> Pre-AP English I	<b>UNIT 4: True Love (Quarter 4)</b>
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<p><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. Previously learned synthesis-essay skills will also be reviewed and enhanced in order to prepare for the synthesis essay unit assessment. Additionally, students will practice poetry analysis using the TPCASTT process.</p>	<p><b>Unit Timeline:</b></p> <ul style="list-style-type: none"> <li>● Read a play</li> <li>● AP Literary analysis</li> <li>● Poetry analysis/TPCASTT</li> <li>● Analyze theme</li> <li>● AP literary terms</li> <li>● AP vocabulary</li> <li>● Grammar</li> <li>● Synthesis essay (unit assessment)</li> </ul>
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**DESIRED Results**

**Transfer Goal - *Students will be able to independently use their learning to.....***  
effectively read, write, and speak English clearly to communicate, comprehend, analyze, and problem solve as cultural, literate, collaborative members of society

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

1. using an organizer will strengthen the analysis of poetry and development of themes.
2. creating research topics helps to gather background information about a text.
3. correctly use parenthetical citations will develop strong writing.
4. utilizing figurative language will help a reader to analyze drama.
5. analyzing drama will enhance the success on AP multiple choice questions.
6. writing a literary analysis essay proves a connection between events/characters and theme found in a play.
7. graphic organizers are essential in analyzing nonfiction.
8. utilization of rhetorical devices develop the analysis of nonfiction.
9. writing and editing synthesis essays establish connections from text to text.
10. the conventions of standard English grammar and usage develop strong speaking and writing.
11. knowledge and understanding of Advanced Placement vocabulary terms will produce success on AP exams

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

- How do relationships affect our decisions and priorities?
- Where do we see the influence of love and infatuation in fiction and real life?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p><b><u>Reading Literature</u></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 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><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 the text.</b></p> <p>The difference point of view makes when approaching texts from various cultures</p> <p>Authors use allusions to connect themes and topics.</p>	<p>RL 1.A</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 1.B</p> <p>RL 2.B</p> <p>RL 2.C</p>	<p><b><u>Reading Literature</u></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>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 complex characters develop over the course of a text to advance the plot and develop the theme.</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>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>RL 1.A</p> <p>RL 1.D</p> <p>RL 2.D</p> <p>RL 1.B</p> <p>RL 2.B</p> <p>RL 2.C</p>

<p>Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems.</p> <p>Readers choose different strategies for different types of text.</p>	<p>RL 3.B</p> <p>RL 3.D</p>	<p>Explain how and why an author alludes to or transforms source material within his or her text.</p> <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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>RL 3.B</p> <p>RL 3.D</p>
<p><b><u>Reading Informational Texts</u></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 definition of central idea, supporting ideas, and summary and how the central idea is supported by other ideas.</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> <p>The definitions of figurative language, including simile, metaphor, hyperbole, alliteration, personification and onomatopoeia. The difference between connotative and technical (denotative) meanings of words and how word choice affects meaning and tone. The definitions of tone, analogy, and allusion.</p>	<p>RI 1.A</p> <p>RI 1.D</p> <p>RI 1.B</p> <p>RI 2.A</p>	<p><b><u>Reading Informational Texts</u></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 a central idea of a text and analyze its development over the course of the text, including how it is emerges and is shaped and refined by specific details; provide an objective summary of the text.</b></p> <p><b>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</b></p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using content, affixes, or reference materials. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p>	<p>RI 1.A</p> <p>RI 1.D</p> <p>RI 1.B</p> <p>RI 2.A</p>

<p>How paragraphs are structured and organized, and how one sentence affects the overall paragraph.</p> <p>The definitions of the terms perspective, viewpoints, and evidence and how those items affect a text.</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> <p>The definition of nonfiction and its characteristics. How literary techniques affect the comprehension of nonfiction.</p>	<p>RI 2.B</p> <p>RI 3.A</p> <p>RI 2.D</p> <p>RI 3.D</p>	<p>Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.</p> <p>Determine an author's point of view or purpose in a text and analyze how an author used rhetoric to advance that point of view or purpose.</p> <p>Analyze how similar ideas or topics are portrayed in different media formats.</p> <p>Read and comprehend informational text independently and proficiently.</p>	<p>RI 2.B</p> <p>RI 3.A</p> <p>RI 2.D</p> <p>RI 3.D</p>
<p><b><u>Writing</u></b></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>How to identify and include appropriate text features, research a variety of sources and use multiple ways to include appropriate evidence, correctly cite sources, appropriate use of words, use pertinent language, write in a formal style, and provide a supportive concluding statement or section.</p> <p><b>Appropriate development, organization, and style for specific tasks, purposes, and audiences.</b></p>	<p>W 1.A</p> <p>W 2.A</p>	<p><b><u>Writing</u></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>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>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>W 1.A</p> <p>W 2.A</p>

<p>The steps of the writing process.</p> <p>How to assess information to determine if it supports or refutes an idea or answer.</p> <p>How to adjust writing to task, purpose, audience, and time frame.</p> <p>Parallel structure and other types of sentence structure.</p> <p>Rules of capitalization, punctuation, and spelling with emphasis on colon and semicolon usage.</p>	<p>W 3.A</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. 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>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. 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>W 3.A</p>
<p><b><u>Speaking and Listening</u></b></p> <p><b>How to respectfully participate in a meaningful discussion, with a clear purpose, to develop and refine questions to come to a conclusion or consensus. The use of a protocol to actively listen and process ideas.</b></p>	<p>SL 1</p>	<p><b><u>Speaking and Listening</u></b></p> <p>a. Work with peers to set rules for collegial discussions and decisionmaking, clear goals, deadlines, and individual roles as needed.</p> <p><b>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</b></p>	<p>SL 1</p>

<p>How to use multiple sources to evaluate accuracy and adequacy.</p>	<p>SL 2</p>	<p><b>discussion; and clarify, verify, or challenge ideas and conclusions.</b></p> <p>c. Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p> <p>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.</p> <p>b. Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</p> <p>c. 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><b><u>ISTE Standards:</u></b></p> <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.</p> <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.</p>	<p>SL 2</p> <p>ISTE 2</p> <p>ISTE 3</p>
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		Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.	ISTE 4
		Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE 7

**EVIDENCE of LEARNING**

<u>Understanding</u> #3 #8 #9 #10	<u>Standards</u> <b>RI 1.A</b> <b>RI 1.D</b> RI 2.A RI 2.B RI 3.A RI 3.B RI 2.D RI 3.D W 1.A <b>W 2. A</b> W 3.A	<p><b><u>Unit Performance Assessment:</u></b> Based on six sources concerning a defined national school curriculum. Develop a position on whether or not there should be specific texts that all students of high school English should read. Synthesize at least three of the sources for support.</p> <p><a href="#">Scoring Guide</a></p>	<p><b><u>R/R Quadrant/ 21st Century</u></b>          D</p> <p>Critical Thinking</p>
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant/ 21st Century:</u>
	<b>RI 1.A</b> <b>RI 1.D</b>	<b><u>1. Article of the Week</u></b> Students will read, annotate, and summarize an informational text. The students will	Summarizing and Note-Taking	D



	RI 1.B RI 2.B	evaluate author’s purpose in an informational text. Teachers will choose articles from a variety of sources of which are current and relevant. This is an option for students to discuss on their blog. ( <i>USA Today, New York Times, Theweek.com, Los Angeles Times.</i> ) (Appendix: D1)	Providing Practice and Assigning Homework	Critical Thinking
	RI 1.A RI 1.D RI 1.B	<b>2. SOAPStone</b> Students will analyze nonfiction using an organizer to identify the elements utilized to understand the integral components of the texts. Students will choose from a variety of current, non-fiction articles on a weekly basis. Students will annotate the articles to enhance reading comprehension and complete the SOAPStone organizer. (Appendix: D2)	Nonlinguistic Representation	C Critical Thinking
	W 3.A	<b>3. Everyday Editing with Jeff Anderson</b> Students will acquire and accurately apply parallel structure, various phrases and clauses, semicolons and colons using Sentence-of-the-Week strategies from Jeff Anderson’s book, <i>Mechanically Inclined</i> . Students will make observations on sentences taken from the texts they are reading. They will also use comparison strategies, visual representations, and consistently practice using newly acquired grammar skills in their own created sentences and/or journals. (Sample Lesson in Appendix: D3)	Providing Practice and Assigning Homework	A Critical Thinking Collaboration
	W 1.A ISTE 2 ISTE 3	<b>4. Shakespeare Webquest Activity</b> Students will study the background of William Shakespeare’s life and the time period in which he wrote by accessing a webquest online. Students will also practice using the Internet to search for answers to inquiries. Students will collaborate and discuss findings and themes with peers on Generation.Global (Appendix: D4)	Generating and Testing Hypothesis Summarizing and Note-Taking	B Critical Thinking
#1 #4	RL 1.A RL 1.D RL 2.D SL1.B	<b>5. Literary Analysis During-Reading Organizer</b> Students will analyze literature when completing an organizer that focuses on genre, plot, character, significant events, vocabulary, and theme. This organizer will focus on specific elements of the text. The students will utilize this organizer for class discussions. The students will develop three questions for further analysis. The students will place these questions on an index card and give them to the teacher. The students will complete a Mix-Pair-Share, where they will pair up. The teacher asks a question. The students share using a Timed Pair Share. (Appendix: D5)	Cooperative Learning Advance Organizers / Frontloading Generating and Testing	C Critical Thinking Collaboration Communication

			Hypothesis	
	W 2.A W 3.A	<p><b><u>6. Paraphrasing Activity and TPCASTT Practice</u></b></p> <p>Students will practice translating Shakespeare’s language into their own words in order to aid in comprehension of complex language, syntax, and figurative language. For the paraphrase handout, students may benefit from doing a Pair-Compare after each translation in order to coach each other. For the TPCASTT practice, students will be placed in teams of three and each team member will be given one of three sonnets (“One Day I Wrote Her Name Upon the Strand,” “Soleasi Nel Mio Cor” (Since Her Death, Nothing)” or “Sonnet 18”). Each student will complete their own TPCASTT practice handout for their assigned sonnet. A jigsaw activity will follow-up the independent work. (Appendix: D6 and D7)</p>	<p>Advance Organizer / Frontloading</p> <p>Identifying Similarities and Differences</p> <p>Cooperative Learning</p> <p>Feedback</p>	<p>A</p> <p>Collaboration</p> <p>Communication</p> <p>Creativity</p>
	RL 1.B	<p><b><u>7. Figurative Language Analysis Sheet</u></b></p> <p>Students will practice identifying and analyzing the significance of figurative language in the play, <i>Romeo and Juliet</i>. Students may find their own examples, or the teacher may require more specific examples (i.e. one metaphor, one oxymoron, etc.) (Appendix: D8)</p>	<p>Note-Taking and Summarizing</p> <p>Providing Practice and Assigning Homework</p>	<p>C</p> <p>Critical Thinking</p>
	RL 1.A RL 2.D	<p><b><u>8. Character Sketch Activity</u></b></p> <p>Students will practice analyzing characterization, symbolism, and citing direct evidence by studying the development of one character throughout the play. Students will create a six-word-memoir and publish on blog, Twitter, or Google Classroom. Students must respond and react to three other six-word memoirs. (Appendix: D9)</p>	<p>Non-Linguistic Representations</p>	<p>D</p> <p>Creativity</p>
#4 #5	RL 1.D RL 2.D RL 1.B SL1.B SL2.A SL2.B	<p><b><u>9. Applied Practice AP Multiple Choice Questions (Romeo and Juliet)</u></b></p> <p>Students will analyze literature when practicing sample multiple choice questions that are formed to prepare them for future AP Exams. The students will individually complete practice AP multiple choice questions after each Act of the play. The students will annotate as they complete the close readings. They are to define all unknown terms and provide questions/comments about the text in the margins. All literary terms are to be defined next to the term and students highlight/underline all lines referenced in the questions and answer options. The students will group together and take part in</p>	<p>Cooperative Learning</p> <p>Providing Practice and Assigning Homework</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>

		the Kagan strategy-Numbered Heads together. They will encounter one question at a time. The students will privately write down an explanation to their MC answer. The students stand up and put their heads together, showing answers, discussing, and teaching each other. Students sit down when everyone knows the answer.		
#4	<b>RL 1.A</b> <b>RL 1.D</b> <b>W 2.A</b> W 3.A <b>SL 1.B</b> SL 2.A SL 2.B ISTE 7	<b>10. <u>Romeo and Juliet Literary Analysis Essay Organizer</u></b> Students will create an organizer or mind map to analyze significant events in the play and connect the events to themes, in order to prepare for a lit analysis essay. The students will create blog threads pertaining to significant events and themes in the play. The students are required to answer 4 blogs, each which pertain to sections of the organizer and major components of literary analysis. The students will then be asked to provide meaningful responses to two blogs for homework. (Appendix: D10)	Cooperative Learning Nonlinguistic Representation Reinforcing Effort and Providing Recognition	C Communication Collaboration
#4	<b>RL 1.A</b> <b>RL 1.D</b> RL 2.D <b>W 2.A</b> W 3.A ISTE 3	<b>11. <u>Literary Analysis Essay Reflection Activity</u></b> Student will annotate their own writing to determine the quality of their writing process and understand the obstacles encountered in previous writing. They will begin by unwrapping the prompt to ensure that the thesis directly addresses the task at hand. The students will systematically follow annotation directions in each paragraph of their essay. They will focus on finding strengths and weakness in thesis statements, topic sentences, transitions, examples, analysis, and concluding statements. This will be completed in a Google Form. (Appendix: D11)	Feedback Providing Practice and Assigning Homework	B Critical Thinking
#4	<b>RL 1.A</b> <b>RL 1.D</b> <b>RL 1.B</b> RL 2.C RL 2.B RL 3.A <b>W 2.A</b> W 3.A	<b>12. <u>TPCASTT</u></b> Students will use the TPCASTT process/template to make predictions, paraphrase, and analyze figurative language, tone, and theme in a poem. Students will be given one of three poems, “My Last Dutchess,” “Dover Beach,” and “Sonnet 138” by Shakespeare. Each student completes a TPCASTT for their poem. The students will also do a recitation of their poem, focused on correct emphasis, tone-of-voice, articulation, and fluency. They will have the opportunity to make a video recording of their recitation, which can then be submitted to poetryoutloud.org’s website for their yearly recitation competition. (Appendix: D12, D13, and D14)	Cooperative Learning Advance Organizers / Frontloading Argumentative Writing	C Critical Thinking Communication Collaboration Creativity
	<b>RL 1.A</b>	<b>13. <u>Short Prose Reader Organizer and Constructed Response Practice</u></b>	Nonlinguistic	C

	<b>RL 1.D</b> <b>RL 1.B</b> RL 2.A <b>W 2.A</b> W 3.A	Students will analyze prose when completing an organizer that focuses on annotation, vocabulary, theme, main idea, tone, and author’s purpose and practice writing constructed responses. This quarter, the rhetorical mode of focus will be Classification The teacher will choose from the following texts: <i>Farewell to Summer and It Buzzing, My Ticket to the Disaster, Salvation, A Hanging</i> . The students will complete the organizer while reading the text and complete and publish a constructed response defending the claim that the writer utilizes classification organization within the text. (Appendix: D15)	Representation  Providing Practice and Assigning Homework  Argumentative Writing	Critical Thinking
#11	SL 2.A SL 2.B W 1.A W 3.A ISTE 3 ISTE 4 ISTE 7	<b>14. AP Literary Term Presentation</b> Students will choose from a variety of project options in order to achieve mastery understanding of one literary term and present their findings to the class. The list of terms were derived from the list of terms that students are required to know when entering Pre-AP English II. The students are each given one term. They are to present the definition of the term, three examples, and a tool to aid in memorization and understanding of the term. The students will each have their presentation on a computer in the lab. They will utilize Adobe Voice as a presentation tool. Post the link on personal blog for collaboration. <a href="#">The students will spend time at each computer, listening and viewing presentations while taking notes.</a> (Appendix: D16, D17)	Summarizing and Note-Taking  Feedback	C  Communication  Collaboration  Creativity

**UNIT RESOURCES**

**Teacher Resources:**

- [Deeper Reading](#) by Kelly Gallagher
- [Mechanically Inclined](#) by Jeff Anderson
- [Everyday Editing](#) by Jeff Anderson
- [The AP Vertical Teams Guide for English](#) released by The College Board for Pre-AP ([www.collegeboard.com](http://www.collegeboard.com))
- [Prestwick House Pre-AP: Readings and Exercises](#)
- [www.kellygallagher.org](http://www.kellygallagher.org)
- [www.kaganonline.com](http://www.kaganonline.com)

**Student Resources:**

- *Romeo and Juliet* by William Shakespeare
- *West Side Story* by Arthur Laurents
- *Ender's Game* by Orson Scott Card
- *The Fault in Our Stars* by John Green
- *A Walk to Remember* by Nicholas Sparks
- *The Short Prose Reader* by Gilbert H. Muller and Harvey S. Weiner
- “Dover Beach” by Matthew Arnold, “My Last Duchess” by Robert Browning, “Sonnet 138” by William Shakespeare

**Vocabulary:**

***ad hominem* argument**

an argument attacking an individual’s character rather than his or her position on an issue

**affixes**

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

**allegory**

a literary work in which characters, objects, or actions represent abstractions

**alliteration**

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

**allusion**

a reference to a person, place, event or thing in history, myth, or another work of literature

**analogy**

an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Analogies take the printed form A:B :: C:D and are read —*A is to B as C is to D.*”)

**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

**anecdote**

a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

**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.

**apostrophe**

a figure of speech in which one directly addresses an absent or imaginary person, or some abstraction.

**argument**

a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

**bias**

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

**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

**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

**counter-claim**

a claim that negates or disagrees with the thesis/claim

**credible**

believable, worthy of confidence; reliable

**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, ings, digital videos, digital art, YouTube, etc.

**digital sources**

information published and organized electronically and available over a network, typically the Internet

**drafting**

a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of the writing.

**editing/proofreading**

a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

**ellipsis**

the omission of a word or phrase which is grammatically necessary but can be deduced from the context (“Some people prefer cats; others, dogs”)

**essential question**

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

**euphemism**

mild or indirect word or expression substituted for one considered to be too harsh or blunt

**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.

**exposition**

a comprehensive description and explanation to inform a reader about a specific topic

**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

**first person**

a point of view in which the narrator participating in the action tells the story

**flashback**

literary technique in which the author presents information that happened before the events currently taking place

**fluency**

knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)

**foreshadow**

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

**formal style**

a style of writing that is less personal and more objective

**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

**informative/explanatory**

type of writing which conveys information accurately or which explains a concept or situation

**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

**litotes**

a type of understatement in which an idea is expressed by negating its opposite (describing a particularly horrific scene by saying, “It was not a pretty picture.”)

**memoir**

creative nonfiction in which an author recounts experiences from his or her life

**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.!)

**meter**

the pattern of stressed and unstressed syllables in a line of poetry

**metonymy**

substituting the name of one object for another object closely associated with it (“The pen [writing] is mightier than the sword [war/fighting]”)

**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

**multimedia**

the combined use of several media (e.g., Internet, video, audio, textual, graphic)

**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

***non sequitur***

an inference that does not follow logically from the premises (literally, “does not follow”)

**onomatopoeia**

a word formed from the imitation of natural sounds

**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

**oxymoron**

a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., —jumbo shrimp)

**paradox**

a statement or proposition that seems self-contradictory but expresses a truth

**parallel plots**

plots with related story lines that merge in the end

**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

**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

**pre-writing/planning**

a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

**primary source**

original materials that have not been filtered through interpretation or evaluation

**prose**

ordinary speech or writing without metrical structure

**pun**

a play on two words similar in sound but different in meaning

**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.

**quote**

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

**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

**recount**

retell in one's own words

**reflection**

to think about and write or speak one's views in response to a text, presentation, or experience

**resolution**

a conclusion that resolves the conflicts or issues presented in a text

**revising**

a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.

**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

**root**

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

**satire**

literary technique that expresses a critical attitude with humor

**scene**

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

**secondary source**

information created after an event or period of study by someone who did not experience the events

**sensory language**

language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells

**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. |)

**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.

**summary**

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

**synecdoche**

using one part of an object to represent the entire object (for example, referring to a car simply as “wheels”)

**synesthesia**

describing one kind of sensation in terms of another (“a loud color,” “a sweet sound”)

**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, sub-headings, indexes, key words, sidebars, hyperlinks)

**text structure**

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.

--**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.

**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

**understatement**

presenting something as less important than it actually is

**validity**

message that is relevant, accurate, justifiable, and logically correct

**verse**

single line of poetry

**voice**

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