

**Francis Howell  
School District**



**LEARNING TOGETHER**

**Board Approved: December 17, 2015**

# Francis Howell School District

## Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## Vision Statement

Every student will graduate with college and career readiness skills.

## Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## 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.

# The Novel 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 genres 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

One of the goals of The Novel is to build upon the skills introduced and learned in English I and II. This course will allow the students who love to read with the opportunity to take that reading to the next level. The students will analyze and dissect the novels they read while discussing and presenting information found. This course will use the workshop approach, which means minilessons, conferencing, literature discussion groups, skill/strategy groups will be happening concurrently and will prepare students for the next level of Communication Arts by allowing the students the opportunity to individualize their reading plans and create pacing that is appropriate for them. Therefore, this course is best-suited for a mature student who can set and meet individual and group deadlines. Students will be reading many (at minimum 5-8) novels and writing essays in this semester course.

## Course Description

This course is designed for the student who enjoys reading, discussing, and analyzing literature. Students are expected to read at home daily and will complete numerous novels over the course of the semester. They will learn and implement vocabulary skills and active-reading strategies. Writing, research, and technology are integral parts of the course and will be used to enhance students' understanding of literature.

# **The Novel Curriculum Team**

## **Curriculum Committee**

Tonishia LaMartina  
Dawn Jones  
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Francis Howell Central  
Francis Howell North  
Francis Howell High

## **Department Chairs**

Jessica Bulva  
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Francis Howell Central  
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English Language Arts Content Leader  
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Erin Thurston  
Dr. Chris Greiner  
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Dr. Pam Sloan

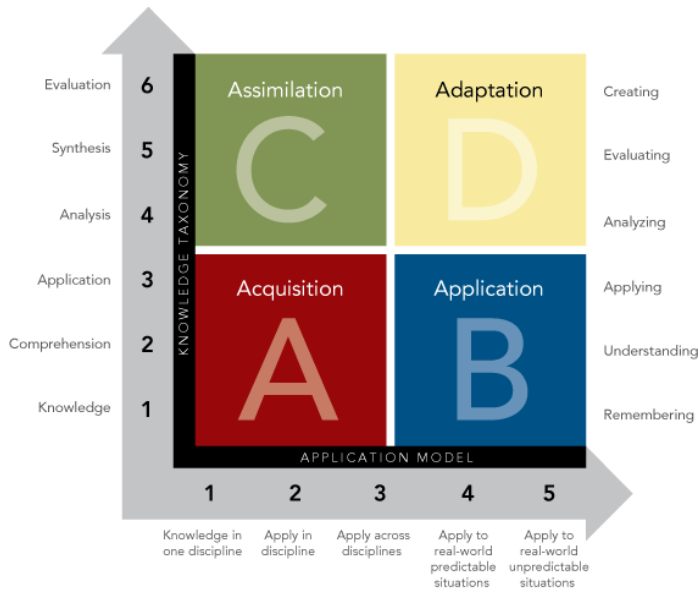
[Curriculum Cycle Work](#)

# 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 items 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, and 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 for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

# Units & Standards Overview

Quarter 1, Quarter 2

Unit A: Your Conversation	Unit B: Your Legacy	Unit C: Your Style	Unit D: Your Experience
<p><b>Performance Task (Movie Trailer):</b> Create a movie trailer for a book that you read this quarter. Brainstorm and create storyboards to plan your trailer, then use a software like iMovie or Movie Maker to create and edit your trailer. Use software to publish and link to our class blog. After creating your book trailer, write an analysis statement explaining your choices of the trailer to depict the setting, plot, and characterization and how that impacts the overall tone and themes. We will spend time in class viewing the trailers and statements and leaving comments.</p>	<p><b>Performance Task (Book Talk):</b> You will present a Book Talk with a visual aid that implements: reliable author research, an insightful quote from the book, and in-depth analysis of the main character.</p>	<p><b>Performance Task (Literary Analysis):</b> Write a literary analysis to focus on at least two choices the author made (pacing, images, dialogue, structure, patterns, character development, etc.). In an essay, analyze the author’s purpose in his/her novel. Be sure to use adequate and accurate evidence to support your claim(s).</p>	<p><b>Performance Task (Book Review-Final Exam):</b> Research some book reviews of one of your independent novels. Select one book review that you disagree with and write a rebuttal/counterargument. Begin your review rebuttal with a synopsis of the plot and your claim on the author’s choices. Then move into refuting the original reviewer’s claims, by citing specific evidence and examples from your choice novel as well as the original review.</p>
<p><b>PE Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 10</b></li> <li>● <b>W 4, W 5</b></li> <li>● <b>SL 1, SL 4, SL 5, SL 6</b></li> <li>● <b>ISTE 1</b></li> </ul>	<p><b>PE Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 5, RL 10,</b></li> <li>● <b>SL 1, SL 2, SL 5,</b></li> <li>● <b>W8</b></li> <li>● <b>L6</b></li> <li>● <b>ISTE-S 1, ISTE-S 3, ISTE-S 4, ISTE-S 5, ISTE-S 6</b></li> </ul>	<p><b>PE Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 10</b></li> <li>● <b>W 1, W 9</b></li> </ul>	<p><b>PE Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>RL1, RL 2, RL 3, RL4 RL 5, RL 10</b></li> <li>● <b>W 1, W 2</b></li> </ul>
<p><b>Unit Standards</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 10</b></li> <li>● <b>W 1, W 4, W 5, W 6, W 7, W 10</b></li> <li>● <b>SL 1, SL 4, SL 5, SL 6</b></li> <li>● <b>L 1, L 2, L 3, L 4, L 5, L 6</b></li> </ul>	<p><b>Unit Standards</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6,, RL7, RL9, RL10</b></li> <li>● <b>W1, W2, W4, W9</b></li> <li>● <b>SL 1</b></li> <li>● <b>L6</b></li> <li>● <b>ISTE-S 1, ISTE-S 3, ISTE-S 4, ISTE-S 5, ISTE-S 6</b></li> </ul>	<p><b>Unit Standards</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 4, RL 5 RL6, RL7, RL9, RL 10</b></li> <li>● <b>W 1, W4, W 9</b></li> <li>● <b>SL 1</b></li> <li>● <b>L 1, L 2, L 3, L 4, L 5, L 6</b></li> </ul>	<p><b>Unit Standards</b></p> <ul style="list-style-type: none"> <li>● <b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6 ,RL 7, RL 10</b></li> <li>● <b>W 1, W 4, W 9</b></li> <li>● <b>SL 1</b></li> <li>● <b>L 1, L 2, L 3, L 4, L 5, L 6</b></li> </ul>

## Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
<b>Quarter 1</b>	Students will independently read and analyze novels, while also participating in shared readings and analysis of novels and short stories with the class. At the end of the unit, students will create movie trailers for their novels.	4 weeks	Create a movie trailer for a book that you read this quarter. Brainstorm and create storyboards to plan your trailer, then use a software like iMovie or MovieMaker to create and edit your trailer. Use software to publish and link to our class blog. After creating your book trailer, write an analysis statement explaining your choices of the trailer to depict the setting, plot, and characterization and how that impacts the overall tone and themes. We will spend time in class viewing the trailers and statements and leaving comments.	<b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 10</b>  <b>W 4, W 5</b>  <b>SL 1, SL 4, SL 5, SL 6</b> ISTE 1
<b>Quarter 1</b>	In this unit, students will research elements of the author's life and experiences that connect to his/her novel. Students will also track the development of the main character throughout the novel. They will present their findings and analysis to the class using a presentation tool.	4 weeks	Present a Book Talk with a visual aid that implements: reliable author research, an insightful quote from the book, and in-depth analysis of the main character.	<b>RL 1, RL 2, RL 3, RL 5, RL 10</b>  <b>SL 1, SL 2, SL 5</b>  W1, W2, <b>W4, W8, W9</b>  <b>ISTE-S 1, ISTE-S 3, ISTE-S 4, ISTE-S 5, ISTE-S 6</b>



<p><b>Quarter 2</b></p>	<p>In this unit, students will analyze an author's use of literary devices, and the impact the devices have on the text, reader, etc. They will compose rough drafts, peer-edit each other's papers, and submit a formal, typed essay.</p>	<p>4 weeks</p>	<p>Write a literary analysis to focus on at least two choices the author made (pacing, images, dialogue, structure, patterns, character development, etc.). In an essay, analyze the author's purpose in implementing those elements in his/her novel. Be sure to use adequate and accurate evidence to support your claim(s).</p>	<p><b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 10</b>  W 1, W 9</p>
<p><b>Quarter 2</b></p>	<p>Students will independently read and analyze novels, while participating in shared readings and reviews of short stories with the class. At the end of the unit, students will write a book review for their independent novel.</p>	<p>4 weeks</p>	<p>Research some book reviews of one of your independent novels. Select one book review that you disagree with and write a rebuttal/ counterargument. Begin your review rebuttal with a synopsis of the plot and your claim on the author's choices. Then move into refuting the original reviewer's claims, by citing specific evidence and examples from your choice novel as well as the original review.</p>	<p><b>RL1, RL 2, RL3, RL4 RL 5, RL 10</b>  W 1, W 2</p>

[The Novel Final Exam](#)

Unit A: Your Conversation

<b>Content Area:</b> English Language Arts	<b>Course:</b> The Novel	<b>UNIT A:</b> Your Conversation
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<b>Unit Description:</b> Students will independently read and analyze novels while also participating in shared readings, and analysis of novels and short stories with the class. At the end of the unit, students will create movie trailers for their novels.	<b>Unit Timeline:</b> 4 weeks
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**DESIRED Results**

<b>Transfer Goal -</b> Students will gain a love of reading quality literature and learn that reading is powerful, contains insight into current society, and will give them an opportunity to transfer reading skills into real-world situations.
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**Understandings – *Students will understand that... (Big Ideas)***

1. ...a close reading of a text leads to a deeper understanding of the text.
2. ...thoughtful discussion with peers leads to a deeper understanding of the text.
3. ...analyzing individual literary devices is critical to comprehending texts.
4. ...text support and analysis are needed to support and prove claims.
5. ...all literature is part of a larger conversation that all can participate in.

<b><u>Essential Questions:</u> <i>Students will keep considering...</i></b> <ul style="list-style-type: none"><li>● How does literature mirror the human experience?</li><li>● Why is it that leaving some things out is sometimes more powerful than telling all?</li><li>● How can my ideas become part of the literary conversation about universal themes?</li></ul>
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Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes, as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization, as well as that the author is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</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, including determining where the text leaves matters uncertain.</b></p> <p><b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an objective summary of the text.</b></p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include: Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic Impact</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p>

<p>The definitions of satire, sarcasm, irony, and understatement, and why an author would use them in a text to support their overall message.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers write to convey their purpose or message, and keep an objective tone and present both sides while writing arguments. Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources. Writers have an effective beginning, middle, and end that the reader can easily follow. Writers use the most up-to-date and accurate information as evidence. Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RL6</p> <p>RL10</p> <p>W1</p>	<p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, or understatement).</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems. At the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and</p>	<p>RL6</p> <p>RL10</p> <p>W1</p>
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<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing, and publishing. Writers need to be aware of audience and purpose, and choose appropriate form to suit them.</p> <p>Research and ideas are always changing and writing needs updating based on new ideas. Technology has a variety of ways to produce, publish, and update writing as well as provide ongoing peer feedback and dialogue.</p> <p>Research is something that is done all the time. Where to find accurate and credible information in order to answer a question or solve a problem is essential.</p>	<p>W4</p> <p>W5</p> <p>W6</p> <p>W7</p>	<p>between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for informative/expository writing—W1.)</b></p> <p><b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</b></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>W4</p> <p>W5</p> <p>W6</p> <p>W7</p>
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<p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p><b>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</b></p> <p><b>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</b></p> <p>Presenters use a variety of digital media for presentations to hold the listener's interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p>	<p>W10</p> <p>SL1</p> <p>SL4</p> <p>SL5</p> <p>SL6</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas, and expressing their own clearly and persuasively.</b></p> <p><b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>W10</p> <p>SL1</p> <p>SL4</p> <p>SL5</p> <p>SL6</p>
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<p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p> <p>Writers edit their own and others' work for capitalization, punctuation, and spelling errors. Writers consult references when they don't know proper convention rules.</p> <p>1. Hyphenation conventions and the purpose behind using hyphens.</p> <p>Readers analyze an author's language choices and syntax, and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p>	<p>L1</p> <p>L2</p> <p>L3</p> <p>L4</p>	<p><b>Language:</b></p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  Resolve issues of complex or contested usage, consulting references as needed.</p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Observe hyphenation conventions  b. Spell correctly</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g. Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of</p>	<p>L1</p> <p>L2</p> <p>L3</p> <p>L4</p>
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<p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p> <p>Words can have multiple meanings and nuances as well as figurative meanings.</p> <p><b>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</b></p>	<p>L5</p> <p>L6</p>	<p>strategies.</p> <p>a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Acquire and use accurately grade-appropriate general, academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p><b>ISTE:</b></p> <p>Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to</p>	<p>L5</p> <p>L6</p> <p>ISTE 1</p> <p>ISTE 2</p> <p>ISTE 6</p>
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		the learning of others.  Students demonstrate a sound understanding of technology concepts, systems, and operations.	
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**Unit 1: Assessment**

**EVIDENCE of LEARNING**

<p><u>Understanding</u></p> <p>#1, #2, #3</p>	<p><u>Standards</u></p> <p><b>RL 1, RL 2, RL 3, RL 4, RL 5, RL 10</b>  <b>W 4, W 5, SL 1, SL 4, SL 5, SL 6</b>  <b>ISTE 1</b></p>	<p><b><u>Unit Performance Assessment:</u></b></p> <p><b>Description of Assessment Performance Task(s):</b>  <b><u>Performance Task (Movie Trailer):</u></b> Create a movie trailer for a book that you read this quarter. Brainstorm and create storyboards to plan your trailer. Then use a software like iMovie or Movie Maker to create and edit your trailer. Use software to publish and link to our class blog. After creating your book trailer, write an analysis statement explaining your choices of the trailer to depict the setting, plot, and characterization and how that impacts the overall tone and themes. We will spend time in class viewing the trailers and statements and leaving comments.</p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Summary</li> <li>● Theme</li> <li>● Character Development</li> <li>● Setting/Tone/Mood</li> <li>● Creativity/Professionalism</li> </ul> <p><b><u>Performance:</u></b></p> <p><b>Mastery:</b></p> <ul style="list-style-type: none"> <li>● Student provides an objective summary, outlines major plot points, shows character development, and highlights themes and tone of the novel.</li> <li>● Student provides a scene that shows a clear understanding of how the setting creates a certain tone.</li> <li>● Student demonstrates an understanding of how author’s choices of plot</li> </ul>	<p><b><u>R/R Quadrant</u></b></p> <p><b><u>21 Century</u></b></p> <p>Creativity Critical Thinking</p> <p style="text-align: center;">D</p>
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		<p>development, characterization, and setting work together create a tone and unveil themes.</p> <ul style="list-style-type: none"> <li>• Student demonstrates understanding of the impact of specific word choice and imagery on the overall tone.</li> </ul> <p><b>Scoring Guide:</b> See <a href="#">Scoring Guide</a></p>	
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## Unit 1: Sample Activities

<b>SAMPLE LEARNING PLAN</b>
<p><b>Pre-assessment:</b> Students will read for 10 minutes and record their number of pages read during that time in order to set a goal for how many pages to read each week. Students will take a survey answering questions such as “what do we gain from reading literature?” “Provide one example of literature shedding light on human nature.” “Provide an example of how novels are part of an ongoing conversation about life; how have you been part of this conversation?” “How many books have you read in the past year?” “Rank these genres from favorite to least favorite.” “How has reading for pleasure helped you in reading other texts?” “Do you like reading?”</p>

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#1, #2, #3	<b>RL 1,</b> <b>RL 2,</b> RL 3, <b>RL 4,</b> RL 5, RL 6, RL 10, <b>SL 1</b>	1. Activity: Independent Reading + Objectives and Feedback <ul style="list-style-type: none"> <li>• First, students will choose novels to read during this unit. Teachers may require approval prior to students beginning reading.</li> <li>• Next, students will set <a href="#">weekly reading goals</a> and <a href="#">track their reading</a> each week.</li> <li>• Students will journal about their reading; this should include both reflections about the novel and a self-evaluation of progress. Journal prompts for self-evaluation during this unit could include: What authors do I like to read or know some positive things about? Rank these genres of novels from most interesting to least interesting to you and explain</li> </ul>	Close Read  Active Reading Strategies  Cooperative Learning	Collaboration  B

		<p>your rankings. What books have my classmates/friends talked to me about that sound interesting.</p> <ul style="list-style-type: none"> <li>• Several times during the course of the reading, students will <a href="#">conference with the teacher</a> about their progress. During this unit, conference will mainly include questions from “Monitoring Students’ Reading Life”.</li> <li>• Before, during and after reading, students will discuss the books they are reading, what they like and dislike about each book with a partner by using Timed-Pair-Share, Inside/Outside Circle, Mix-Pair-Share, Book Speed Dating, Say Something, and/or Think-Pair Share. Prompts for partner discussions may include: What is your favorite book and why? How many books have you read in the past year? When is your favorite time of day to read? What is your favorite place to read? Think about a time you enjoyed a book, what made that experience enjoyable? How did you choose this book? What was your favorite part so far? How does this book compare to another book you’ve read? *Teachers may also use the <a href="#">PPT</a> to provide additional prompts for partners to discuss.</li> </ul> <p>Objective: Students will understand the power of reading and how the skills of reading literature can be transferred to reading other texts.</p>		
#3	W 7, SL 1	<p>2. Activity: Term to Know</p> <ul style="list-style-type: none"> <li>• Students will review the <a href="#">terms to know</a> for The Novel. They can research the terms’ definitions individually or in collaborative groups. They will also cite their sources for each term using in-text citations.</li> <li>• After the students have researched the terms, the teacher can also provide a brief <a href="#">PowerPoint review</a> that analyzes some of the more complex terms.</li> <li>• Finally, students will review the terms with cooperative learning strategies, such as Quiz, Quiz, Trade or a Placemat activity.</li> </ul> <p>Objective: Students will know literary terms and be able to transfer that knowledge to literary works and everyday life.</p>	Cooperative Learning	Communication  A
#1, #2, #3	RL 1, RL 3,	<p>3. Activity: “The Dinner Party”</p> <ul style="list-style-type: none"> <li>• Students will read and annotate <a href="#">“The Dinner Party.”</a></li> </ul>	Close reading	Collaboration

	<b>RL 4,</b> <b>RL 5,</b> <b>RL 6</b> <b>RL 10,</b> <b>SL 1,</b> <b>L 4</b>	<ul style="list-style-type: none"> <li>• While reading, students will use <a href="#">context clues</a> to determine the meanings of words and phrases.</li> <li>• During and after the reading, students will use <a href="#">Kagan strategies</a> (Fan-N-Pick, Inside/Outside Circle, Round Robin, Talking Chips, Mix-Pair-Discuss, or Rally Robin) to respond to Kagan questions about <a href="#">reviewing the story</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a>.</li> <li>• After reading, students will <a href="#">analyze the plot and irony</a> within “The Dinner Party.”</li> </ul> <p>Objective: Students will understand how authors use irony to move the plot forward.</p>	Cooperative Learning	C
#1, #2, #3, #4	<b>RL 3,</b> <b>RL 4,</b> <b>RL 10,</b> <b>W 1,</b> <b>W 4,</b> <b>W 5,</b> <b>W 10,</b> <b>SL 1,</b> <b>L 1,</b> <b>L 2,</b>	<p>4. Activity: “How Much Land Does a Man Need?”</p> <ul style="list-style-type: none"> <li>• Students will read and annotate <a href="#">“How Much Land Does a Man Need?”</a></li> <li>• While reading, students will use <a href="#">context clues</a> to determine the meanings of words and phrases.</li> <li>• During and after the reading, students will use <a href="#">Kagan strategies</a> (Fan-N-Pick, Inside/Outside Circle, Round Robin, Talking Chips, Mix-Pair-Discuss, or Rally Robin) to respond to Kagan questions about <a href="#">reviewing the story</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a>.</li> <li>• After reading, students will <a href="#">analyze the setting</a> within “How Much Land Does a Man Need?”</li> <li>• Students will compose a <a href="#">one-paragraph argument</a> analyzing the theme of “How Much Land Does a Man Need?” If needed, review the <a href="#">four ways to integrate quotations</a> before writing. <a href="#">Evaluate</a> students’ paragraphs on claim, evidence, analysis, grammar, and spelling.</li> </ul> <p>Objective: Students will understand how setting affects the theme and how authors use literary devices to unveil the theme. Students will understand all the components of an argument and how they work together.</p>	Argumentative Writing	Collaboration  C
#1, #2, #3, #5	<b>RL 1,</b> <b>RL 3,</b> <b>RL 4,</b> <b>RL 5,</b>	<p>5. Activity: “Hills Like White Elephants”</p> <ul style="list-style-type: none"> <li>• Students will read and annotate <a href="#">“Hills Like White Elephants.”</a></li> <li>• While reading, students will use <a href="#">context clues</a> to determine the meanings of words and phrases.</li> </ul>	Cooperative Learning  Similarities	Collaboration  Critical Thinking

	RL 10, <b>SL 1</b> , L 4 ISTE 2	<ul style="list-style-type: none"> <li>• During and after the reading, students will use <a href="#">Kagan strategies</a> (Fan-N-Pick, Inside/Outside Circle, Round Robin, Talking Chips, Mix-Pair-Discuss, or Rally Robin) to respond to Kagan questions about <a href="#">reviewing the story</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a>.</li> <li>• During and after reading, students will <a href="#">make inferences</a> about the plot and characters of “Hills Like White Elephants.”</li> <li>• After students complete the inferences sheet above (or instead of completing the sheet), they will contribute to an online discussion of what the man and girl are talking about. The discussion can take place on <a href="#">Actively Learn</a>, <a href="#">Twitter</a>, <a href="#">Schoolology</a>, <a href="#">Padlet</a>, or <a href="#">Today’s Meet</a>.</li> <li>• After reading “Hill Like White Elephants,” students will <a href="#">compare and contrast</a> the story with a song that has a similar theme.</li> </ul> <p>Objective: Students will understand authors’ decisions are always intentional and fulfill a larger purpose. Students will understand pieces of literature are pieces of a larger conversation about universal themes.</p>	and Differences	C
#1, #2, #3, #4	RL 3, <b>RL 4</b> , RL 5, RL 10, W 1, <b>W 4</b> , <b>W 5</b> , W 10, <b>SL 1</b> ,	6. Activity: “The Lady, or the Tiger?” <ul style="list-style-type: none"> <li>• Students will read and annotate <a href="#">“The Lady, or the Tiger?”</a></li> <li>• While reading, students will use <a href="#">context clues</a> to determine the meanings of words and phrases.</li> <li>• During and after the reading, students will use <a href="#">Kagan strategies</a> (Fan-N-Pick, Inside/Outside Circle, Round Robin, Talking Chips, Mix-Pair-Discuss, or Rally Robin) to respond to Kagan questions about <a href="#">reviewing the story</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a>.</li> <li>• After reading, students will <a href="#">analyze the tone and mood</a> within “The Lady, or the Tiger?”</li> <li>• After reading, students will <a href="#">analyze direct and indirect characterization</a> within “The Lady, or the Tiger?”</li> <li>• Students will compose a <a href="#">one-paragraph argument</a> analyzing the theme of “The Lady, or the Tiger?” If needed, review the <a href="#">four ways to integrate quotations</a> before writing. Evaluate students’ paragraphs using the <a href="#">11-12 Grade Argumentative Scoring Guide</a>. To review argument writing prior to this activity, teachers may use <a href="#">Writing Argument Strategies</a>.</li> </ul>	Close reading  Argumentative Writing  Cooperative Learning	Critical Thinking  C

		Objective: Students will understand authors use specific moves (tone, characterization) to unveil the theme of a piece. Students will understand how an argument is crafted using valid and relevant support.		
#4, #5	RL1, RL2, W1, W6, SL4, SL5, ISTE 1 ISTE 6	<p>7. Activity: Connection Video</p> <ul style="list-style-type: none"> <li>Choose one of the <a href="#">excerpts of a classic novel</a> to close read and annotate. Then, write a series of three constructed responses answering the questions: “how does the word choice impact the overall meaning of the novel?”, “how does this piece connect to a larger conversation on this theme?”, and “how does this connect to your own life?” Those constructed responses should be reviewed by a peer to evaluate the claim (Is It Safe), evaluate evidence (Evidence Extraction or Semantic Scales), and evaluate the warrants (Warrant Workout). Then, create a video illustrating that argument. This activity will be a practice activity for the unit performance task and is meant to be no longer than 30 seconds to one minute in length.</li> </ul>	Argumentative Writing	Creativity  Critical Thinking  D

Unit 1: Resources

<b>UNIT RESOURCES</b>	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Kagan Strategies</a></li> <li>• <a href="#">Kagan Structures for novel discussions</a></li> <li>• <a href="#">More Kagan Structures for novel discussions</a></li> <li>• <a href="#">Socratic Seminar</a></li> <li>• <a href="#">Close Reading</a></li> </ul>	
<p><b>Student Resources:</b></p> <p><b>Novels:</b>  <i>Lord of the Flies</i> by William Golding  <i>To Kill a Mockingbird</i> by Harper Lee  <i>Romeo and Juliet</i> by William Shakespeare  <i>Anthem</i> by Ayn Rand  <i>Catch-22</i> by Joseph Heller</p>	

*The Bell Jar* by Sylvia Plath

**Short Stories:**

- [“The Dinner Party”](#)
- [“How Much Land Does a Man Need?”](#)
- [“Hills Like White Elephants”](#)
- [“The Lady, or the Tiger?”](#)

**Vocabulary:**

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

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

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

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

**characterization**—describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

1. **Direct:** the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases

2. **Indirect:** the personality of a fictitious character is revealed through the character's speech, actions, appearance, 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

**collaboration** -- to work together in a joint intellectual and/or creative effort

**collaborative instructional strategies** -- a method/structure in which students team together to learn content, (e.g., fishbowl, gallery walk, Socratic Seminar)

**conferencing** -- a powerful method of instruction that occurs during the reading and writing workshop.

In reading workshop, the teacher meets with individual students, to engage them in discussion regarding the concept being taught, discuss what the reader is independently reading, or conduct a brief assessment of reading behaviors.

In writing workshop, the teacher engages individual writers in a guided

writing lesson based on the need of the learners. Conferencing is appropriate and effective for primary, elementary, middle, and secondary levels.

**conflict**— the struggle or clash between opposing characters or opposing forces

- **External conflict:** a struggle between a character and an outside force
- -person versus person, person versus society, person versus nature, person versus “fate”

- **Internal conflict:** a struggle within a character

-person versus self

**dialect**— representation of 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

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

**extended metaphor**— a metaphor introduced and then further developed throughout all or part of a literary work, especially a poem

**hyperbole**— literary technique in which exaggeration is used to convey meaning (e.g. “I’ve told you a million times”)

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

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

**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.

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

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

**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

**metaphor**—literary technique that makes a direct comparison between two things in different classes that does not use the connective words —like or —as, such as love and a rose or happiness and a blue sky

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

**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

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

**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; more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

- **First person point of view:** the narrator participates in the action and refers to himself/herself as “I”
- **Second person point of view:** not frequently used; the “you” in directions, explanations or arguments
- **Third person point of view:** the narrator is not a character in the story - refers to the characters as “he” or “she” as the events are told

**-limited omniscient point of view:** the narrator relates the inner thoughts and feelings of just one character

**-omniscient point of view:** the narrator is all-knowing and can

**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

**setting**— the geographic location and time period of a story

**symbolism**— an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning

**theme**— the underlying or implicit meaning, concept, or message in a text

**tone**— the attitude the author takes toward the subject, the characters, or the audience

**shared reading** -- a procedure during which the teacher and students join together to read from an enlarged text. Initially, the teacher reads to the students who join in, when they are able, during subsequent readings. Shared reading allows students to read more difficult text than they could read independently. Since support is offered by both the teacher and the group, this type of reading offers an opportunity for less proficient readers to join in successfully. Shared reading is often done in early childhood through elementary settings; however, it is appropriate for all ages through choral readings and readers’ theater.

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

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

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

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

**tone** -- a writer’s or speaker’s attitude toward the material or audience; to think about and write or speak one’s views in response to a text, presentation, or experience

## Unit 2: Your Legacy

<b>Content Area:</b> English Language Arts	<b>Course:</b> The Novel	<b>UNIT:</b> Your Legacy
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<b>Unit Description:</b> In this unit, students will research elements of the author's life and experiences that connect to his/her novel. Students will also track the development of the main character throughout the novel. They will present their findings and analysis to the class using PowerPoint.	<b>Unit Timeline:</b> This unit will take approximately 4 weeks to complete.
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### DESIRED Results

**Transfer Goal** - Students will gain a love of reading quality literature and learn that reading is powerful, contains insight into current society, and will give them an opportunity to transfer reading skills into real-world situations.

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

1. ...authors embed personal experience into their novels, both directly and indirectly
2. ...certain elements (characters, setting, conflicts, etc.) of a novel can be connected to an author's message, achievements, regrets, beliefs, moral compass, etc.
3. ...authors create characters who are dynamic and evolve over the course of the novel
4. ...authors appeal to readers' emotions through their characters' decisions, motivations, morals, actions, and thoughts

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

- What lasting message do individuals want to leave behind?
- How can individuals communicate their message?
- How does one's history, experiences, and the social issues surrounding his/her upbringing affect what he/she writes?
- What makes a person or character relatable?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the author is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p> <p>The definitions of satire, sarcasm, irony, and understatement, and why an author would use them in a text to support their overall message.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL6</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, including determining where the text leaves matters uncertain.</b></p> <p><b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b></p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, or</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL6</p>

<p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers write to convey their purpose or message, keep an objective tone, and present both sides while writing arguments. Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources. Writers have an effective beginning, middle and end that the reader can easily follow. Writers use the most up-to-date and accurate information as evidence. Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RL9</p> <p>RL10</p> <p>W1</p>	<p>understatement).</p> <p>Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>RL9</p> <p>RL10</p> <p>W1</p>
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<p><b>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</b></p> <p><b>Researchers review and evaluate multiple sources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</b></p> <p><b>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</b></p>	<p><b>W4</b></p> <p><b>W8</b></p> <p><b>SL1</b></p>	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for informative/expository writing—W1.)</b></p> <p><b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b></p> <p><b>Speaking and Listening:</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas, and expressing their own clearly and persuasively.</b></p>	<p><b>W4</b></p> <p><b>W8</b></p> <p><b>SL1</b></p>
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<p><b>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</b></p>	<p><b>L6</b></p>	<p><b>Language:</b></p> <p><b>Acquire and use accurately grade-appropriate general, academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p><b>L6</b></p>
	<p>ISTE-S 1</p>	<p><b>ISTE</b></p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>ISTE 1</p>
	<p>ISTE-S 2</p>	<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning, and contribute to the learning of others.</p>	<p>ISTE 2</p>
	<p>ISTE-S 3</p>	<p>Students apply digital tools to gather, evaluate, and use information.</p>	<p>ISTE 3</p>
	<p>ISTE-S 4</p>	<p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<p>ISTE 4</p>
	<p>ISTE-S 6</p>	<p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>	<p>ISTE 6</p>

## Unit 2: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
#1, #2, #3, #4	<b>RL 1, RL 2,</b> RL 3, RL 5, RL 10, <b>SL 1,</b> SL 2, SL 5, <b>W8, L6,</b> ISTE 1, ISTE 3, ISTE 4, ISTE 6	<p><b>Description of Assessment Performance Task(s):</b> You will present a formal Book Talk to the class using a presentation tool. You will share research you gather about your author, a book summary, main character development analysis, and a quote from your novel. Remember, this is your unit assessment; your presentation should reflect a deep understanding of the text with quality research and in-depth, supported analysis. <a href="#">Book Talk Assessment</a></p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● Character Development</li> <li>● Author Research</li> <li>● Organization/Conventions</li> <li>● Creativity/Presentation</li> <li>● <a href="#">Research Process</a></li> </ul> <p><b>Performance:</b></p> <p><b>Mastery:</b></p> <ul style="list-style-type: none"> <li>● Student provides an in depth, detailed character analysis with evidence to support the analysis.</li> <li>● Student researches and presents facts about the author and shows the relation to the character and/or novel itself.</li> <li>● Student presents the information in such a way that it is interesting and easy to follow.</li> </ul>	Critical Thinking  C

## Unit 2: Sample Activities

### SAMPLE LEARNING PLAN

**Pre-Assessment-**Students will read for 10 minutes and record their number of pages read during that time in order to compare their volume with last unit and revise their reading goal for how many pages to read each week.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
#1, #2, #3	<b>RL 1,</b> <b>RL 2,</b> RL 3, <b>RL 4,</b> RL 5, RL 6, RL 10, <b>SL 1</b>	<p>1. Activity: Independent Reading + Objectives and Feedback</p> <ul style="list-style-type: none"> <li>● Students will continue to choose novels to read during. Teachers may require approval prior to students beginning reading.</li> <li>● Students will continue to set <a href="#">weekly reading goals</a> and <a href="#">track their reading</a> each week.</li> <li>● Students will journal about their reading; this should include both reflections about the novel and a self-evaluation of progress. Self-evaluation journal prompts for this unit may include: What might be some things getting in my way of reaching my reading goal each week and how can I address those? How am I choosing what I read? What is the level of difficulty of the book(s) I'm choosing and what strategies am I using to handle these difficulties?</li> <li>● Several times during the course of the reading, students will <a href="#">conference with the teacher</a> about their progress. Conferencing may continue to include questions about "Monitoring Students' Reading Life" but will also begin to include questions from the "Teaching Strategic Reading" section.</li> <li>● Before, during and after the reading, students will discuss individual books in groups of four. Quads will use <a href="#">Kagan strategies</a>, such as Fan-N-Pick, Round Robin, Talking Chips, to respond to Kagan questions about <a href="#">reviewing the novel</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a> as well as questions about how the reading itself is going: explain a time when you were confused in your</li> </ul>	Close Read  Active Reading Strategies  Cooperative Learning	Collaboration  B



		<p>book and what you did to resolve this issue. What are the qualities of a great book? Provide examples from the books you've read.</p> <ul style="list-style-type: none"> <li>Teachers may also use the <a href="#">PPT</a> to have students write timed journal entries.</li> </ul> <p>Objective: Students will understand the power of reading and how the skills of reading literature can be transferred to reading other texts.</p>		
#2, #4	<b>RL1,</b> <b>RL2,</b> RL3, RL9, RL10, <b>W1, W2,</b> <b>W4,W9,</b> <b>L6,</b> ISTE 2,	<p>2. Activity: students will analyze theme and characterization in fiction and write a formal mini-analysis (a paragraph in length).</p> <ul style="list-style-type: none"> <li>Teacher will <a href="#">discuss and model theme analysis</a> and explain the lesson and the <a href="#">theme chart</a>.</li> <li>Read "<a href="#">The Emperor's New Suit</a>" and analyze characterization and theme as a class</li> <li>Read "<a href="#">Little Red Riding Hood</a>" and analyze characterization and theme in teams</li> <li>Read "<a href="#">Rumpelstiltskin</a>" and analyze characterization and theme independently</li> <li>Using <a href="#">samples as a guide, students will write a mini-analysis</a> of theme. They should post their responses on Schoology or a class blog and give feedback on two peers' responses. Their mini-analysis will be scored using the <a href="#">FHSD Argument Scoring Guide</a>.</li> </ul> <p>Objective: Students will learn how to track characters and identify important characteristics of characters. They will learn how to identify themes. They will use textual support to argue their claim of what is the most prevalent theme in the story.</p>	Close Read  Feedback	Critical Thinking  Communication  C
#2, #3, #4	<b>RL1,</b> <b>RL2,</b> RL3, RL4, RL9, RL10, <b>W1, W2,</b> <b>W4, W9</b>	<p>3. Activity: Students will analyze point of view, internal conflict, and theme in the short story "<a href="#">Eveline.</a>"</p> <ul style="list-style-type: none"> <li>Students will read the story independently and write 2 annotations per page in the margins.</li> <li>Answer the <a href="#">questions</a> in complete sentences. Teachers may want to use a website such as Actively Learn to broaden the conversation with these questions.</li> </ul>	Close Read  Active Reading Strategies	Critical Thinking  Collaboration  C

	ISTE 2	Objective: Students will learn how to map their way through the text and use active-reading strategies during reading (annotations). They will identify the point of view and analyze how the story would change if another character was the narrator. They will analyze internal conflict and what motivates that character at the end of the story. Students will identify a universal theme using textual support.		
#2, #3, #4	<b>RL1</b> , RL3, RL9, RL10,W2 , <b>W4</b> , W9	<p>4. Activity: Students will analyze imagery, internal and external conflict, and motivations that drive characters to think, act, speak they way they do and how that impacts the reader and the plot..</p> <ul style="list-style-type: none"> <li>• Students will read <a href="#">“Sound of Thunder”</a> independently.</li> <li>• During reading, students will track the main character using the boxes on the <a href="#">worksheet</a>.</li> <li>• Students will finish the <a href="#">worksheet</a> after reading.</li> </ul> <p>Objective: Students will analyze imagery and its effect on plot. They will analyze characterization, specifically internal/external conflicts and motivations of the character.</p>	Close Read	Critical Thinking  C
#1, #2, #3, #4	<b>RL1</b> , RL6, RL9, RL10, <b>W1</b> , W4, <b>W8</b> , W9,	<p>5. Activity: Students will answer pre-reading questions and make predictions.</p> <ul style="list-style-type: none"> <li>• While reading <a href="#">“The Destroyers,”</a> students will fill out the <a href="#">setting chart</a>.</li> <li>• In groups, students will research Graham Greene using online encyclopedia, author’s website, online article, etc. and fill out the <a href="#">research document</a>.</li> <li>• Students will answer <a href="#">worksheet/quiz</a> over the story.</li> <li>• Students will write a <a href="#">mini-setting analysis</a> using textual evidence to support their claims.</li> </ul> <p>Objective: Students will analyze setting, characterization, and symbolism, and how they impact the plot. They will use reliable online sources to get more information about the author and his message to the reader.</p>	Active Reading Strategies	Critical Thinking  C

#1, #2	RL9, RL10	<p>6. Activity: Students will read another novel by the same author.</p> <ul style="list-style-type: none"> <li>• Students will do a mini-author study of at least two works by the same author as well as the time period and major historical events that relate to the major themes of both novels.</li> <li>• American authors and novels may include but are not limited to: Mark Twain: <i>The Adventures of Huckleberry Finn &amp; Pudd'nhead Wilson</i>; Ray Bradbury: <i>Fahrenheit 451 &amp; Something Wicked This Way Comes</i>; Nathaniel Hawthorne: <i>The Scarlet Letter &amp; The House of Seven Gables</i>; Stephen King: <i>It &amp; The Stand</i>; Truman Capote: <i>Breakfast at Tiffany's &amp; In Cold Blood</i>; Alice Walker: <i>The Color Purple &amp; Possessing the Secret of Joy</i></li> </ul> <p>Objective: Students will analyze how author's used novels as a way to comment on historical events of their time.</p>	Close Read	<p>Critical Thinking</p> <p>C</p>
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Unit 2: Resources

<b>UNIT RESOURCES</b>	
<p><b><u>Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Kagan Strategies</a></li> <li>• <a href="#">Kagan Structures for novel discussions</a></li> <li>• <a href="#">More Kagan Structures for novel discussions</a></li> <li>• <a href="#">Socratic Seminar</a></li> <li>• <a href="#">Close Reading</a></li> </ul>	
<p><b><u>Student Resources:</u></b></p> <p><b>Novels:</b>  <i>The Scarlet Letter</i> by Nathaniel Hawthorne  <i>The House of Seven Gables</i> by Nathaniel Hawthorne  <i>The Adventures of Huckleberry Finn</i> by Mark Twain  <i>Pudd'nhead Wilson</i> by Mark Twain  <i>Fahrenheit 451</i> by Ray Bradbury  <i>Something Wicked This Way Comes</i> by Ray Bradbury  <i>It</i> by Stephen King</p>	

*The Stand* by Stephen King  
*Breakfast at Tiffany's* by Truman Capote  
*In Cold Blood* by Truman Capote  
*The Color Purple* by Alice Walker  
*Possessing the Secret of Joy* by Alice Walker

**Short Stories:**

- [“The Emperor’s New Suit”](#)
- [“Little Red Riding Hood”](#)
- [“Rumpelstiltskin”](#)
- [“Eveline”](#)
- [“Sound of Thunder”](#)
- [“The Destructors”](#)

**Vocabulary:**

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

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

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

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

***characterization***—describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

3. ***Direct:*** the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases

4. ***Indirect:*** the personality of a fictitious character is revealed through the character's speech, actions, appearance, 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

***collaboration*** -- to work together in a joint intellectual and/or creative effort

***collaborative instructional strategies*** -- a method/structure in which students team together to learn content, (e.g., fishbowl, gallery walk, Socratic Seminar)

***conferencing*** -- a powerful method of instruction that occurs during the reading and writing workshop.

*In reading workshop, the teacher meets with individual students, to engage them in discussion regarding the concept being taught, discuss what the reader is independently reading, or conduct a brief assessment of reading behaviors.*

*In writing workshop, the teacher engages individual writers in a guided*

writing lesson based on the need of the learners. Conferencing is appropriate and effective for primary, elementary, middle and secondary levels.

**conflict**— the struggle or clash between opposing characters or opposing forces

- **External conflict:** a struggle between a character and an outside force

-person versus person, person versus society, person versus nature, person versus “fate”

- **Internal conflict:** a struggle within a character

-person versus self

**dialect**— representation of 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

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

**extended metaphor**— a metaphor introduced and then further developed throughout all or part of a literary work, especially a poem

**hyperbole**— literary technique in which exaggeration is used to convey meaning (e.g. “I’ve told you a million times”)

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

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

**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.

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

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

**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

**metaphor**—literary technique that makes a direct comparison between two things in different classes that does not use the connective words —like or —as, such as love and a rose or happiness and a blue sky

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

**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

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

**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; more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

- **First person point of view:** the narrator participates in the action and refers to himself/herself as “I”
- **Second person point of view:** not frequently used; the “you” in directions, explanations or arguments
- **Third person point of view:** the narrator is not a character in the story - refers to the characters as “he” or “she” as the events are told

**-limited omniscient point of view:** the narrator relates the inner thoughts and feelings of just one character

**-omniscient point of view:** the narrator is all-knowing and can

**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

**setting**— the geographic location and time period of a story

**symbolism**— an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning

**theme**— the underlying or implicit meaning, concept, or message in a text

**tone**— the attitude the author takes toward the subject, the characters, or the audience

**shared reading** -- a procedure during which the teacher and students join together to read from an enlarged text. Initially, the teacher reads to the students who join in, when they are able, during subsequent readings. Shared reading allows students to read more difficult text than they could read independently. Since support is offered by both the teacher and the group, this type of reading offers an opportunity for less proficient readers to join in successfully. Shared reading is often done in early childhood through elementary settings; however, it is appropriate for all ages through choral readings and readers' theater.

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

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

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

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

**tone** -- a writer's or speaker's attitude toward the material or audience; to think about and write or speak one's views in response to a text, presentation, or experience

## Unit 3: Your Style

<b>Content Area:</b> English Language Arts	<b>Course:</b> The Novel	<b>UNIT:</b> Your Style
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<b>Unit Description:</b> In this unit, students will write an essay analyzing how an author's style and choices impact their novels. They will analyze the use of three literary devices and analyze the effect each had on the plot, characters, reader, etc.	<b>Unit Timeline:</b> This unit will take approximately 4 weeks.
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### DESIRED Results

**Transfer Goal** - Students will gain a love of reading quality literature and learn that reading is powerful, contains insight into current society, and will give them an opportunity to transfer reading skills into real-world situations.

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

1. ...every author has a personal style and makes choices during writing that make his/her novel unique and memorable.
2. ...authors purposefully use literary techniques to unveil the theme or message.

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

- What is your style?
- How does style impact the message?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the author is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p> <p>The definitions of satire, sarcasm, irony, and understatement, and why an author would use them in a text to support their overall message.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL6</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, including determining where the text leaves matters uncertain.</b></p> <p><b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b></p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include: Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, or understatement)</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL6</p>



<p>Representation of a subject can vary depending on what is included or excluded in different mediums.</p> <p>The definition of theme and allusion. Authors draw upon past works to enhance their writing and to generate new perspectives.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers write to convey their purpose or message, keep an objective tone, and present both sides while writing arguments. Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources. Writers have an effective beginning, middle and end that the reader can easily follow. Writers use the most up-to-date and accurate information as evidence. Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RL7</p> <p>RL 9</p> <p>RL10</p> <p>W1</p>	<p>Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American Literature, including how two or more texts from the same time period treat similar themes or topics.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create</p>	<p>RL7</p> <p>RL 9</p> <p>RL10</p> <p>W1</p>
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<p><b>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</b></p> <p>Writers use evidence to support or refute an idea or answer.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p><b>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</b></p>	<p>W4</p> <p>W9</p> <p>W10</p> <p>SL1</p>	<p>cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for informative/expository writing—W1.)</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, or research.</p> <p>a. apply grades 11-12 reading standards to literature</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and</b></p>	<p>W4</p> <p>W9</p> <p>W10</p> <p>SL1</p>
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<p><b>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</b></p> <p>Presenters use a variety of digital media for presentations to hold the listener’s interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p> <p><b>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</b></p> <p><b>Writers edit their own and others’ work for capitalization, punctuation, and spelling errors. Writers consult references when they don’t know proper convention rules.</b></p> <ol style="list-style-type: none"> <li>1. Hyphenation conventions and the purpose behind using hyphens</li> </ol>	<p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p> <p>L2</p>	<p><b>persuasively.</b></p> <p><b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>Language:</b></p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b></p> <p><b>Resolve issues of complex or contested usage, consulting references as needed.</b></p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions</li> <li>b. Spell correctly</li> </ol>	<p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p> <p>L2</p>
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<p>Readers analyze an author’s language choices and syntax and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p>	<p>L3</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>L3</p>
<p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p>	<p>L4</p>	<p>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p>	<p>L4</p>
<p>Words can have multiple meanings and nuances as well as figurative meanings.</p>	<p>L5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Acquire and use accurately grade-appropriate</b></p>	<p>L5</p>

Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.	L6	general, academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	L6
	ISTE 2	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2

### Unit 3: Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
#1, #2	RL1, RL2, RL3, RL4, RL5, RL10, W1, W9	<p><b>Description of Assessment Performance Task(s):</b> Write a literary analysis using a detailed storyboard to focus on at least two choices the author made (pacing, images, dialogue, structure, patterns, character development, etc.). In an essay, analyze the author’s purpose in implementing those elements in his/her novel. Be sure to use adequate and accurate evidence to support your claim(s). <a href="#">Prompt Sheet</a></p> <p><b>Teacher will assess:</b> <a href="#">See FHSD Argument Scoring guide</a></p> <ul style="list-style-type: none"> <li>● Analysis of Literary Devices Impact on Novel</li> <li>● Evidence to Support Claims</li> <li>● Organization/Conventions</li> </ul> <p><b>Performance:</b></p> <p><b>Mastery:</b></p> <ul style="list-style-type: none"> <li>● Student writing has evidence of an organizational structure and development by outlining claims and counterclaims fairly and thoroughly and providing adequate and relevant support for the claim(s).</li> <li>● Student writing flows nicely due to varied sentence structure and a variety of word choice and does not include grammatical errors that are distracting to the reader.</li> </ul>	<p>Critical Thinking</p> <p>C</p>

## Unit 3: Sample Activities

### SAMPLE LEARNING PLAN

**Pre-assessment:** Students will re-read a short story from a previous unit and answer the prompt: “Explain how one literary device impacted the story as a whole.” Students should write a constructed response to turn into the teacher for differentiation leading to the performance task.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#1, #2	<b>RL 1,</b> <b>RL 2,</b> RL 3, <b>RL 4,</b> RL 5, RL 6, RL 10, <b>SL 1</b>	1. Activity: Independent Reading + Objectives and Feedback <ul style="list-style-type: none"> <li>● Students will continue to choose novels to read during this unit. Teachers may require approval prior to students beginning reading.</li> <li>● Students will set <a href="#">weekly reading goals</a> and <a href="#">track their reading</a> each week by building on the progress made in the past two units..</li> <li>● Students will journal about their reading; this should include both reflections about the novel and a self-evaluation of progress. Self-evaluation journal prompts may include: how can I push myself to read more? What does the phrase “power of reading” mean to you? How have you used the skills/understandings from these independent novels in texts that have been assigned to you?</li> <li>● Several times during the course of the reading, students will <a href="#">conference with the teacher</a> about their progress. Conference questions will focus on “Teaching Strategic Reading” and begin to address “Helping the Student Plan the Complexity and Challenge of His/Her Reading”.</li> <li>● Before, during and after the reading, students will discuss independent novels in groups of four using <a href="#">Kagan strategies</a>: Fan-N-Pick, Round Robin, Talking Chips, Mix-Pair-Discuss to respond to questions about <a href="#">reviewing the novel</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a> as well as questions that expand their thinking about what they are reading. Prompt for these group discussion might include: What is one book you’ve thought about reading but thought it may be too challenging for you? What other genres of books could you be interested in? How does style impact the message?</li> </ul>	Close Read  Active Reading Strategies  Cooperative Learning	Collaboration  B

		<ul style="list-style-type: none"> <li>Teachers may also use the <a href="#">PPT</a> to have students write timed journal entries.</li> </ul> <p>Objective: Students will understand the power of reading and how the skills of reading literature can be transferred to reading other texts.</p>		
#1, #2	<b>RL1, RL2, RL3, RL4, RL5, RL7, RL9, W1, W9, SL1</b>	<p>2. Activity: Students will analyze foreshadowing, conflict, author’s purpose, main idea, and theme in fiction and music.</p> <ul style="list-style-type: none"> <li>Students will independently read “<a href="#">The Last Rung on the Ladder</a>” and use “<a href="#">Signpost</a>” strategy during reading.</li> <li>Students will listen to “<a href="#">The One That Got Away</a>” and compare it to the story.(Teacher could show <a href="#">the music video</a> as well.)</li> <li>Students will write a <a href="#">mini-analysis</a> about common themes in the two pieces.</li> </ul> <p>Objective: Students will work together to analyze fiction and music lyrics. They will use textual evidence to write a mini-analysis of a common theme between two texts.</p>	Similarities and Differences	Critical Thinking C
#1, #2	<b>RL1, RL3, RL5, W1, W4, W9, ISTE 2</b>	<p>3. Activity: Students will complete a movie analysis.</p> <ul style="list-style-type: none"> <li>While viewing a 10-15 minute clip of <i>Aladdin</i>, students will use Today’s Meet, Twitter, Schoology Discussion to have a virtual conversation with peers and answer the prompt: “explain how one literary device impacted the message”.</li> <li>Students will then be assigned one movie to watch at home: <i>Shrek</i>, <i>Pleasantville</i>, or <i>Mean Girls</i> to be prepared to write an analysis of how one or two literary devices impacted the plot (<i>Shrek</i>: <a href="#">plot analysis</a>), the setting (<i>Pleasantville</i>: <a href="#">setting analysis</a>, or the characters (<i>Mean Girls</i>: <a href="#">character analysis</a>). Students should then come together in mixed groups and discuss how each of these, setting, plot, characterization, played a larger role in the overall message of the story.</li> </ul> <p>Objective: Students will understand how a story unfolds and how details the author’s choice impact the overall message.</p>	Close Read	Critical Thinking C
#1, #2	<b>RL1, RL2, W1, W9</b>	<p>4. Activity: Students will complete an outline of a novel analysis.</p> <ul style="list-style-type: none"> <li>While reading a novel of a famous novelist, students will annotate and take notes on author’s style and specific choices.</li> </ul>	Close Read	Critical Thinking

		<ul style="list-style-type: none"> <li>• After reading, students will craft a claim about what makes the author’s style is unique to them and how that impacts the overall message.</li> <li>• Lastly, students will outline an essay supporting their claim with evidence and warrants.</li> <li>• Students can choose any novelist; however, novelist known for a specific style include but are not limited to: Jane Austen, Ayn Rand, James Joyce, Ernest Hemingway, Mark Twain, William Faulkner, Truman Capote, Kurt Vonnegut, and Henry David Thoreau.</li> </ul> <p>Objective: Students will understand how a story unfolds and how details the author’s choice impact the overall message.</p>		C
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Unit 3: Resources

<b>UNIT RESOURCES</b>	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Kagan Strategies</a></li> <li>• <a href="#">Kagan Structures for novel discussions</a></li> <li>• <a href="#">More Kagan Structures for novel discussions</a></li> <li>• <a href="#">Socratic Seminar</a></li> <li>• <a href="#">Close Reading</a></li> </ul>	
<p><b>Student Resources:</b></p> <p><b>Novels:</b>  <i>As I Lay Dying</i> by William Faulkner  <i>Pride and Prejudice</i> by Jane Austen  <i>Atlas Shrugged</i> by Ayn Rand  <i>The Fountainhead</i> by Ayn Rand  <i>A Portrait of the Artist as a Young Man</i> by James Joyce  <i>A Farewell To Arms</i> by Ernest Hemingway  <i>Slaughterhouse Five</i> by Kurt Vonnegut  <i>Brave New World</i> by George Orwell  <i>Walden</i> by Henry David Thoreau</p>	



## Short Stories:

- [“The Last Rung on the Ladder”](#)

## **Vocabulary:**

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

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

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

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

**characterization**—describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

5. **1. Direct:** the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases

6. **2. Indirect:** the personality of a fictitious character is revealed through the character's speech, actions, appearance, 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

**collaboration** -- to work together in a joint intellectual and/or creative effort

**collaborative instructional strategies** -- a method/structure in which students team together to learn content, (e.g., fishbowl, gallery walk, Socratic Seminar)

**conferencing** -- a powerful method of instruction that occurs during the reading and writing workshop.

In reading workshop, the teacher meets with individual students, to engage them in discussion regarding the concept being taught, discuss what the reader is independently reading, or conduct a brief assessment of reading behaviors.

In writing workshop, the teacher engages individual writers in a guided

writing lesson based on the need of the learners. Conferencing is appropriate and effective for primary, elementary, middle and secondary levels.

**conflict**— the struggle or clash between opposing characters or opposing forces

- **External conflict:** a struggle between a character and an outside force

-person versus person, person versus society, person versus nature, person versus “fate”

- **Internal conflict:** a struggle within a character

-person versus self

**dialect**— representation of 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

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

**extended metaphor**— *a metaphor introduced and then further developed throughout all or part of a literary work, especially a poem*

**hyperbole**— *literary technique in which exaggeration is used to convey meaning (e.g. “I’ve told you a million times”)*

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

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

**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.*

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

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

**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*

**metaphor**—*literary technique that makes a direct comparison between two things in different classes that does not use the connective words —like or —as, such as love and a rose or happiness and a blue sky*

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

**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*

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

**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; more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character*

- **First person point of view:** *the narrator participates in the action and refers to himself/herself as “I”*

- **Second person point of view:** *not frequently used; the “you” in directions, explanations or arguments*

- **Third person point of view:** the narrator is not a character in the story - refers to the characters as “he” or “she” as the events are told
- limited omniscient point of view:** the narrator relates the inner thoughts and feelings of just one character
- omniscient point of view:** the narrator is all-knowing and can
- 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
- setting**— the geographic location and time period of a story
- symbolism**— an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning
- theme**— the underlying or implicit meaning, concept, or message in a text
- tone**— the attitude the author takes toward the subject, the characters, or the audience
- shared reading** -- a procedure during which the teacher and students join together to read from an enlarged text. Initially, the teacher reads to the students who join in, when they are able, during subsequent readings. Shared reading allows students to read more difficult text than they could read independently. Since support is offered by both the teacher and the group, this type of reading offers an opportunity for less proficient readers to join in successfully. Shared reading is often done in early childhood through elementary settings; however, it is appropriate for all ages through choral readings and readers’ theater.
- text types/writing types** -- The CCSS identifies three types of writing: **argument-** a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In K–5, the term —opinion is used to refer to this developing form of argument.
  - informational/explanatory** - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés.
  - narrative** - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.
- textual evidence** -- specific support found in a text; see evidence
- theme** -- the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.
- tone** -- a writer’s or speaker’s attitude toward the material or audience; to think about and write or speak one’s views in response to a text, presentation, or experience

## Unit 4: Your Experience

<b>Content Area:</b> English Language Arts	<b>Course:</b> The Novel	<b>UNIT:</b> Your Experience
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<b>Unit Description:</b> Students will independently read and analyze novels while participating in shared readings and reviews of short stories with the class. At the end of the unit, students will write a book review for their independent novel.	<b>Unit Timeline:</b> 4 weeks
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### DESIRED Results

**Transfer Goal** - Students will gain a love of reading quality literature and learn that reading is powerful, contains insight into current society, and will give them an opportunity to transfer reading skills into real-world situations.

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

1. ...a close reading of text leads to a deeper understanding of the text.
2. ...thoughtful discussion with peers leads to a deeper understanding of the text.
3. ...text support and analysis are needed to support and prove claims.
4. ...literature mirrors and sheds light on the human experience.
5. ...literature is part of an ongoing conversation that everyone can be a part of.
6. ...authors purposefully use literary techniques to unveil the theme or message.

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

- Why read literature?
- What do we gain from reading literature?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the author is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p> <p>The definitions of satire, sarcasm, irony, and understatement, and why an author would use them in a</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL6</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, including determining where the text leaves matters uncertain.</b></p> <p><b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b></p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include: Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL6</p>

<p>text to support their overall message.</p> <p>Representation of a subject can vary depending on what is included or excluded in different mediums.</p> <p>The definition of theme and allusion. Authors draw upon past works to enhance their writing and to generate new perspectives.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers write to convey their purpose or message, keep an objective tone, and present both sides while writing arguments. Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources. Writers have an effective beginning, middle and end that the reader can easily follow. Writers use the most up-to-date and accurate information as evidence. Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RL7</p> <p>RL 9</p> <p>RL10</p> <p>W1</p>	<p>is really meant (e.g. satire, sarcasm, irony, or understatement)</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American Literature, including how two or more texts from the same time period treat similar themes or topics.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's</p>	<p>RL7</p> <p>RL 9</p> <p>RL10</p> <p>W1</p>
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		<p>knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narratives techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, and resolution).</p> <p>d. Use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>W3</p>
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<p><b>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</b></p> <p>Writers using evidence to support or refute an idea or answer.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p><b>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</b></p>	<p><b>W4</b></p> <p>W9</p> <p>W10</p> <p><b>SL1</b></p>	<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, or research.</p> <p>b. apply grades 11-12 reading standards to literature</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p><b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective,</b></p>	<p><b>W4</b></p> <p>W9</p> <p>W10</p> <p><b>SL1</b></p>
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<p><b>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</b></p> <p>Presenters use a variety of digital media for presentations to hold the listener’s interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p> <p><b>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</b></p> <p><b>Writers edit their own and others’ work for capitalization, punctuation, and spelling errors. Writers consult references when they don’t know proper convention rules.</b></p> <p><b>2. Hyphenation conventions and the purpose behind using hyphens.</b></p>	<p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p> <p>L2</p>	<p><b>such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence. and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>Language:</b></p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b></p> <p><b>Resolve issues of complex or contested usage, consulting references as needed.</b></p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Observe hyphenation conventions</b></p> <p><b>b. Spell correctly</b></p>	<p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p> <p>L2</p>
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<p>Readers analyze an author’s language choices and syntax, and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p> <p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p> <p>Words can have multiple meanings and nuances as well as figurative meanings.</p> <p><b>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define</b></p>	<p>L3</p> <p>L4</p> <p>L5</p> <p>L6</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Acquire and use accurately grade-appropriate general, academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to</b></p>	<p>L3</p> <p>L4</p> <p>L5</p> <p>L6</p>
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these words.	ISTE 2	<b>comprehension or expression.</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2
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## Unit 4: Assessment

### EVIDENCE OF LEARNING

<u>Understanding</u> #1, #2, #3, #4, #5	<u>Standards</u> <b>RL2</b> , RL3, RL5, RL 10, W1, W2, W9	<b>Unit Performance Assessment:</b> <b>Description of Assessment Performance Task(s):</b> <i>(Book Review--Final Exam)</i> : Research some book reviews of one of your independent novels. Select one book review that you disagree with and write a rebuttal/counterargument. Begin your review rebuttal with a synopsis of the plot and your claim on the author's choices. Then move into refuting the original reviewer's claims, by citing specific evidence and examples from your choice novel as well as the original review.  <b>Teacher will assess:</b> <a href="#">See FHSD Argument Scoring guide</a> <ul style="list-style-type: none"> <li>● Rebuttal of Literary Review</li> <li>● Evidence to Support Claims</li> <li>● Organization/Conventions</li> </ul> <b>Performance:</b> <b>Mastery:</b> <ul style="list-style-type: none"> <li>● Student writing has evidence of an organizational structure and development by outlining claims and counterclaims fairly and thoroughly and providing adequate and relevant support for the claim(s).</li> <li>● Student writing flows nicely due to varied sentence structure and a variety of word choice and does not include grammatical errors that are distracting to the reader.</li> </ul>	<u>R/R Quadrant</u> <u>21 Century</u>  Critical Thinking  D
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## Unit 4: Sample Activities

### SAMPLE LEARNING PLAN

**Pre-assessment:** Students will take a survey to compare their answers to the previous survey (from unit 1). Student should answer questions such as “what do we gain from reading literature?” “Provide one example of literature shedding light on human nature.” “Provide an example of how novels are part of an ongoing conversation about life; how have you been part of this conversation?” “How many books have you read in the past year?” “Rank these genres from favorite to least favorite.” “How has reading for pleasure helped you in reading other texts?” “Do you like reading?”

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
#1, #2, #3, #4	<b>RL 1,</b> <b>RL 2,</b> RL 3, <b>RL 4,</b> RL 5, RL 6, RL 10, <b>SL 1</b>	1. Activity: Independent Reading + Objectives and Feedback <ul style="list-style-type: none"> <li>● Students will continue to choose novels to read during this unit in an effort to read 15+ books in this course (this will include whole class and small group grade-level novels). Students may elect to read 1-5 novel reviews in preparation for the performance task.</li> <li>● Students will set <a href="#">weekly reading goals</a> and <a href="#">track their reading</a> each week, discussing with a partner if they are going to meet the overall class goal and what action steps could be employed to ensure the goal is met.</li> <li>● Students will journal about their reading; this should include both reflections about the novel and a self-evaluation of progress. Self-evaluation prompts for this unit may include: How has my understanding of reading changed during this course? What knowledge about reading can I transfer with me in upcoming reading courses? How are reading for pleasure and reading to analyzing/evaluating similar and different? What can we gain from reading literature?</li> <li>● Several times during the course of the reading, students will <a href="#">conference with the teacher</a> about their progress. Conferences should include questions from the “Helping the Student Plan the Complexity and Challenge of His/Her Reading” section.</li> <li>● Before, during and after the reading, students will participate in Fishbowl</li> </ul>	Close Read  Active Reading Strategies  Cues, Questions	Collaboration  B

		<p>discussions and Socratic Seminars to respond to all levels of Bloom's Taxonomy questions as it relates to <a href="#">reviewing the novel</a>, <a href="#">the characters</a>, <a href="#">the organizational pattern</a>, <a href="#">the plot</a>, and <a href="#">the setting</a>. Students should be ready to come prepared to these discussions with questions and insights. Other prompts for these discussions could include: What can we gain from reading literature? How are these novels part of an ongoing discussion about life?</p> <p>Objective: Students will understand the power of reading and how the skills of reading literature can be transferred to reading other texts.</p>		
#1, #2, #3, #4, #5	<b>RL1,</b> <b>RL3,</b> <b>RL4,</b> <b>RL5,</b> <b>RL6,</b> <b>RL7, W1,</b> <b>W4, W9,</b> <b>SL1</b>	<p>2. Activity: "<i>Lamb to the Slaughter</i>" <a href="#">story and activities</a></p> <ul style="list-style-type: none"> <li>• Students will analyze and make inferences on characters, author's purpose, word choice, and language while doing a close read of "Lamb to the Slaughter."</li> <li>• Students will discuss story using Timed Round Robin and then Talking Chips.</li> <li>• Students will write an argument proving Mary's actions were premeditated or a moment of insanity. Students will submit their argument to a peer for a <i>PMI</i> (claim feedback) and <i>Is It Safe</i> (evidence feedback) analysis prior to turning it in.</li> <li>• Students will watch an adaptation of the story and write a review over the movie.</li> </ul> <p>Objective: Students will understand close reading along with thoughtful discussion with peers deepens understanding of a text and its overall message. Students will understand that literature is part of an ongoing conversation about human nature and by writing a review, they are a part of it.</p>	Cooperative Learning  Argumentative Writing  Feedback	Collaboration  D
#1, #4, #5, #6	<b>RL1,</b> <b>RL2,</b> <b>RL3,</b> <b>RL4, RL5</b>	<p>3. Activity: "The Bath" <a href="#">story</a> versus "A Small, Good Thing" <a href="#">story and activities</a></p> <ul style="list-style-type: none"> <li>• Students will individually read "The Bath"</li> <li>• Students will answer post-reading questions</li> <li>• Students will read "A Small, Good Thing"</li> <li>• Students will compare and contrast the two versions of the same story</li> </ul> <p>Objective: Students will understand all the author's choices make an impact on the overall message and that overall message is commenting on society as a whole.</p>	Close Read	Critical Thinking  C

#1, #2, #5, #6	<b>RL1, RL3</b> ISTE 2	<p>4. Activity: “To Build a Fire” <u>story</u> and activities</p> <ul style="list-style-type: none"> <li>• Students will individually read “To Build a Fire”</li> <li>• Students will answer post-reading questions on a website such as Actively Learn, Schoology Discussion, Padlet, etc.</li> <li>• Students will then participate in a group activity where they comment on the main conflict the main character faces via acting it out on video, sculpting something with play-doh, or creating a visual representation. These visuals will also be posted on selected above website for feedback and commentary from peers.</li> </ul> <p>Objective: Students will understand that by commenting on a text and the author’s choices within that text, they are part of a conversation about human nature.</p>	Nonlinguistic Representation	Communication  B
#1, #2, #5, #6	<b>RL5, RL10, RI5</b>	<p>5. Activity: Classic Novel Review</p> <ul style="list-style-type: none"> <li>• Student will read a classic novel of their choosing, paying close attention to the author’s choices and how those contribute to the overall meaning as well as the aesthetic impact.</li> <li>• Students will then read a novel review on the classic novel he/she read and post the main claim to Schoology along with his/her thoughts on the reviewer’s claim.</li> <li>• Peers who have read that novel can comment on the claims and student commentary.</li> <li>• A short list of novels to use is in student resources section; however, assignment is not limited to these titles.</li> </ul> <p>Objective: Students will understand that by commenting on a text and the author’s choices within that text, they are part of a conversation about human nature.</p>	Close Read	Critical Thinking  C
#4, #5, #6	RL3, W3	<p>6. Beginning and End of a Novel</p> <ul style="list-style-type: none"> <li>• Student will synthesize all the information he/she has learned about one novel and novelist and write a beginning scene and ending scene of a sequel or prequel, mimicking the author’s style.</li> </ul>	Generating and Testing Hypothesis	Creativity  B

## UNIT RESOURCES

### **Teacher Resources:**

- [Kagan Strategies](#)
- [Kagan Structures](#) for novel discussions
- [More Kagan Structures](#) for novel discussions
- [Socratic Seminar](#)
- [Close Reading](#)

### **Student Resources:**

#### **Novels:**

*The Awakening* by Kate Chopin

*Of Mice and Men* by John Steinbeck

*To Kill a Mockingbird* by Harper Lee

*Frankenstein* by Mary Shelley

*The Hitchhiker's Guide to the Galaxy* by Douglas Adams

*Invisible Man* by Ralph Ellison

#### **Short Stories:**

- ["Lamb to the Slaughter"](#)
- ["The Bath"](#)
- ["A Small, Good Thing"](#)
- ["To Build a Fire"](#)

## **Vocabulary:**

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

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

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

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

**characterization**—describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

7. **Direct:** the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases

8. **Indirect:** the personality of a fictitious character is revealed through the character's speech, actions, appearance, 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

**collaboration** -- to work together in a joint intellectual and/or creative effort

**collaborative instructional strategies** -- a method/structure in which students team together to learn content, (e.g., fishbowl, gallery walk, Socratic Seminar)

**conferencing** -- a powerful method of instruction that occurs during the reading and writing workshop.

In reading workshop, the teacher meets with individual students, to engage them in discussion regarding the concept being taught, discuss what the reader is independently reading, or conduct a brief assessment of reading behaviors.

In writing workshop, the teacher engages individual writers in a guided

writing lesson based on the need of the learners. Conferencing is appropriate and effective for primary, elementary, middle and secondary levels.

**conflict**— the struggle or clash between opposing characters or opposing forces

- **External conflict:** a struggle between a character and an outside force

-person versus person, person versus society, person versus nature, person versus “fate”

- **Internal conflict:** a struggle within a character

-person versus self

**dialect**— representation of 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

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

**extended metaphor**— a metaphor introduced and then further developed throughout all or part of a literary work, especially a poem

**hyperbole**— literary technique in which exaggeration is used to convey meaning (e.g. “I’ve told you a million times”)



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

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

**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.

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

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

**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

**metaphor**—literary technique that makes a direct comparison between two things in different classes that does not use the connective words —like or —as, such as love and a rose or happiness and a blue sky

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

**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

**performance event/task** -- the ELA events/tasks focus on reading, writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. **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; more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

- **First person point of view:** the narrator participates in the action and refers to himself/herself as “I”
- **Second person point of view:** not frequently used; the “you” in directions, explanations or arguments
- **Third person point of view:** the narrator is not a character in the story - refers to the characters as “he” or “she” as the events are told

**-limited omniscient point of view:** the narrator relates the inner thoughts and feelings of just one character

**-omniscient point of view:** the narrator is all-knowing and can

**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*

**setting**— *the geographic location and time period of a story*

**symbolism**— *an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning*

**theme**— *the underlying or implicit meaning, concept, or message in a text*

**tone**— *the attitude the author takes toward the subject, the characters, or the audience*

**shared reading** -- *a procedure during which the teacher and students join together to read from an enlarged text. Initially, the teacher reads to the students who join in, when they are able, during subsequent readings. Shared reading allows students to read more difficult text than they could read independently. Since support is offered by both the teacher and the group, this type of reading offers an opportunity for less proficient readers to join in successfully. Shared reading is often done in early childhood through elementary settings; however, it is appropriate for all ages through choral readings and readers' theater.*

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

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

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

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

**tone** -- *a writer's or speaker's attitude toward the material or audience; to think about and write or speak one's views in response to a text, presentation, or experience*