

## Description of the Unit

The activities in this flexible unit can replace the activities in the second half of Grade 9, Unit 3, while still developing the skills and knowledge required for Embedded Assessment 2: Writing a Literary Analysis Essay. The unit begins by engaging students in studying the characters and setting established in the first chapter of the novel you have chosen. Several guided activities help students build their knowledge of literary elements to eventually understand the novel's theme and how the author establishes that theme. By the end of the novel, students are ready to write a literary analysis essay for Embedded Assessment 2.

## Activities

The twelve activities in this unit are designed to engage students in reading a novel and to prepare them for the embedded assessment. The activities mirror the sequence of instruction in the existing SpringBoard novel unit based on *To Kill a Mockingbird* by Harper Lee, but the sequence can be modified to correspond with the features of the novel you have chosen. This sequencing of activities is best done during the planning phase, using the Planning Dashboard.

## Mini-lessons for Novel Study

Depending upon the richness of the novel you choose and the skills your students need to develop, you may want to supplement the unit with mini-lessons. The mini-lessons cover a range of novel study topics and can be used to expand on or reinforce the skills covered in the core activities. Mini-lesson topics include the following:

- Practicing Close Reading and Annotation
- Interacting with the Text Using a Double-Entry Journal
- Making Inferences
- Analyzing Point of View
- Exploring Setting
- Analyzing Characters
- Determining the Meaning of Unknown Words
- Analyzing an Author's Word Choice
- Investigating Conflict and Motivation
- Analyzing an Author's Use of Figurative Language
- Mapping the Plot
- Determining Theme

## Recommended Novels

The activities in the flexible novel unit adapt the Unit 3 activities based on the novel *To Kill a Mockingbird* by Harper Lee, and they maintain a focus on the skills and knowledge required for Embedded Assessment 2: Writing a Literary Analysis Essay. In customizing the unit, consider choosing a novel that details a child’s (or teenager’s) coming-of-age experience. It should include rich characterization, an engaging plot, and a relevant theme. Some of the novels on this list were created for an adult readership and depict scenes, events, or topics that may be challenging in certain classroom settings. Before selecting a novel for the unit, be sure to read it in its entirety to assess its appropriateness for your students and setting.

Recommended Novels		
Title	Author	Lexile
Crowe, Chris	<i>Mississippi Trial, 1955</i>	870L
Curtis, Christopher Paul	<i>The Watsons Go to Birmingham—1963</i>	1000L
Durrow, Heidi W.	<i>The Girl Who Fell from the Sky</i>	N/A
Follet, Susan	<i>The Fog Machine</i>	N/A
Gaines, Ernest	<i>A Lesson Before Dying</i>	750L
Hidier, Tanuja Desai	<i>Born Confused</i>	890L
Hilton, Marilyn	<i>Full Cicada Moon</i>	790L
Kidd, Sue Monk	<i>The Secret Life of Bees</i>	840L
Lauren Wolk	<i>Wolf Hollow</i>	800L
Lewis, John, Andrew Aydin and Nate Powell	<i>March: Book One (Graphic Novel)</i>	GN760L
Martinez, Manuel Luis	<i>Drift</i>	N/A
Nicholas, Denise	<i>Freshwater Road</i>	N/A
Osa, Nancy	<i>Cuba 15: A Novel</i>	750L
Pink, Randi	<i>Into White</i>	680L
Smith, Betty	<i>A Tree Grows in Brooklyn</i>	810L
Taylor, Mildred D.	<i>Roll of Thunder, Hear My Cry</i>	920L
Vanderpool, Clare	<i>Moon Over Manifest</i>	800L
Woodson, Jacqueline	<i>If You Come Softly</i>	HL570L
Wroblewski, David	<i>The Story of Edgar Sawtelle</i>	900L
Yamanaka, Lois-Ann	<i>Wild Meat and the Bully Burgers</i>	N/A

## Planning Your Flexible Novel Unit

Use the Planning Dashboard below to build a customized sequence of instruction for your flexible novel unit. You can select and sequence activities and mini-lessons so that they unfold in a logical order based on the novel you have chosen. Once you have determined a sequence of instruction, record reading assignments and notes on required teacher preparation for each activity. An editable version of the Planning Dashboard is available on SpringBoard Digital.

Activity 1: Previewing Embedded Assessment 2: Writing a Literary Analysis Essay (1 Class Period)	Sequence	Student Reading Assignment	Preparation Notes
<b>Teacher Preparation:</b> Decide on an approach for unpacking the Embedded Assessment and gather the necessary materials.			
<b>Activity 2: The First Chapter</b> (1 Class Period)	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Select a passage from the opening chapter of the novel that provides rich imagery and lends itself to making predictions about the rest of the book.			
<b>Activity 3: Sensing Conflict</b> (1 Class Period)	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Select a passage from early in the novel that introduces a conflict.			
<b>Activity 4: Analyzing Motifs and Subplots</b> (1 Class Period)	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Select three (or more) sections of the novel where a motif or a subplot is being developed.			
<b>Activity 5: Asking and Answering Literal, Interpretive, and Universal Questions to Identify Themes</b> (1 Class Period)	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Select a passage from early in the novel that begins to build a theme.			

<p><b>Language Checkpoint: Using Pronouns</b> (Optional, 1 Class Period)</p> <p><b>Teacher Preparation:</b> Consider swapping the sample sentences in this activity with sentences from your class novel. Many of the sentences here are from <i>To Kill a Mockingbird</i>.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 6: Writing Interpretive Statements about the Text</b> (1 Class Period)</p> <p><b>Teacher Preparation:</b> Select a passage from the novel that includes events or conflicts that contribute to a character's coming of age.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 7: Analyzing the Text and Outlining an Analytical Essay</b> (1 Class Period)</p> <p><b>Teacher Preparation:</b> Select a passage from the novel that contains evidence students can use to support the thematic statement: <i>Coming of age involves recognizing different perspectives</i>.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 8: Compare and Contrast a Key Scene in a Novel and a Film</b> (Optional, 1.5 Class Periods)</p> <p><b>Teacher Preparation:</b> Select a passage from the novel that can easily be compared to (and contrasted with) a scene from the film.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 9: Analyzing the Development of Theme through Literary Elements</b> (1 Class Period)</p> <p><b>Teacher Preparation:</b> Select a passage from the novel that has a pivotal moment that is a coming-of-age experience for one or more characters.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>

<p><b>Activity 10: Analyzing Characters (1 Class Period)</b></p> <p><b>Teacher Preparation:</b> Select a passage from the novel that lends itself to both primary and secondary character study.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 11: Drafting the Embedded Assessment: Close Reading and Analysis of How Literary Elements Develop Theme (1 Class Period)</b></p> <p><b>Teacher Preparation:</b> Select a passage from the novel that contains a wide variety of literary elements, or select several shorter passages that vary. Students could also work with parts of the novel they have read previously.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 12: Analyze an Argument Made in a Book Review (Optional, 1 Class Period)</b></p> <p><b>Teacher Preparation:</b> Find a variety of critical reviews of the class novel. They can be positive or negative, as long as they are well reasoned. Consider reviews that were published contemporaneously with the novel as well as retrospectively.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Optional Mini-lesson:</b></p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Optional Mini-lesson:</b></p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>

<b>Optional Mini-lesson:</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
------------------------------	-----------------	-----------------------------------	--------------------------

<b>Optional Mini-lesson:</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
------------------------------	-----------------	-----------------------------------	--------------------------

<b>Optional Mini-lesson:</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
------------------------------	-----------------	-----------------------------------	--------------------------

<b>Optional Mini-lesson:</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
------------------------------	-----------------	-----------------------------------	--------------------------