Language and Literature Grade 6 On-level and Honors PILOT UNIT 4 (NEW STANDARDS)

Unit title	*Personal and Cultural Expression* *Novels in Verse*	MYP year	*(1)*	Unit duration (hrs)	*Enter Hours 45*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	**UNIT BIG IDEA (S)**	**UNIT FOCUS STANDARDS**
LANGUAGE	**Grammar Conventions:** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **Vocabulary:** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill (morphology), and determine or clarify the meanings of words and phrases.	<u>Pilot New Standards</u> <u>**Standard 6.L.GC.1: Grammar Usage & Mechanics:**</u> Draw from the knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts. <u>**Standard 6.L.V.2: Word Analysis:**</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes. <u>**Standard 6.L.V.3: Meaning and Purpose:**</u> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
TEXTS	**Context:** Students recognize influences on texts and analyze how they shape meaning. **Structure and Style:** Students analyze and use organizational	<u>Pilot New Standards:</u> **Standard 6-8.T.C.1: Purpose and Audience** Analyze the impact of purpose and audience on a wide variety of texts. **Standard 6-8.T.C.2: Authors and Speakers** Analyze how authors' and speakers' perspectives influence texts and how circumstances shape their creation.

	structures and style to shape ideas and information.

Techniques: Students analyze and apply various techniques to comprehend and shape meaning. | **Standard 6-8.T.SS.1: Organization** Analyze and use organizational structures to craft meaning.
Standard 6.T.SS.2: Craft: Interpret and use language to craft engaging texts.
Standard 6.T.T.1.Narrative Techniques: Analyze and apply narrative techniques
Standard 6. T.T.4: Poetic Techniques: Analyze and apply poetic techniques

<u>Current standards:</u>
ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| **PRACTICES** | **Author's Craft:** Students apply knowledge of the author's craft to enhance the interpretation and construction of texts.

Engagement & Intention for Comprehension & Composition (EICC)
Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. | <u>Pilot New Standard:</u>
Standard 6.P.AC.1: Reading like a Writer: Interprets texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions.
Standard K-12.P. AC.2: Writing Like a Reader: Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
Standard K-12.P.EICC.2: Engagement & Intention: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

<u>Current Standards:</u>
ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELAGSE6W10: Write routinely for a range of discipline-specific tasks, purposes, and audiences. |

| **MYP Criteria**

(for applicable MYP Courses Grades 6-10) | **A- Analyzing**
● provides a perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,
● perceptively analyses the effects of the creator's choices on an audience,
● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology,
● perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

B- Organizing
● makes sophisticated use of organizational structures that serve the context and intention effectively,
● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
● makes excellent use of referencing and formatting tools to create an effective presentation style.

C- Producing Text
● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas,
● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,
● selects extensive relevant details and examples to develop ideas with precision.

D- Using Language
● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression,
● Writes in a consistently appropriate style that serves the context and intention.
● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective
● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective |

MCS Gifted Standards
(as applicable to advanced content courses)

Gifted Strand 2: Creative Thinking Skills: Students will develop and utilize creative thinking through various products and problem-solving.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic, real-world problems and dilemmas.

Gifted Strand 3: Higher-Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher-order thinking, logical thinking and problem-solving skills in various situations.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical, inductive, and deductive reasoning to analyze and evaluate logical reasoning in various dilemmas.

MCS.Gifted.S3C. Use various strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the outcome.

MCS.Gifted.S4A. Develop skills and techniques for effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4B. During collaboration, recognize and examine the value of others' strengths, thoughts, ideas, and feelings.

MCS.Gifted.S4C. Establish a common goal utilizing the strengths of each group member.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S4E. Use a variety of multimedia and innovative technologies as tools to communicate individual or collaborative group work effectively.

Gifted Strand 5: Emotional Development of Self: Students will develop an understanding of themselves and how their unique abilities influence interactions with others.

MCS.Gifted.S5A. Explore personal beliefs, feelings, and self-understanding regarding one's unique giftedness.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.

MCS.Gifted.S5E. Advocate for self.

Gifted Strand 6: Self-Directed Learner: Students will become self-directed, independent learners.

MCS.Gifted.S6A. Set appropriately high standards for work and behavior.

MCS.Gifted.S6B. Establish and work toward short- and long-term goals.

MCS.Gifted.S6C. Persevere in the face of obstacles.

MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.

MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking and curiosity in various situations.

MCS. Gifted. S6F. Seek opportunities to be productive and proactive in various situations.

Unit Vocabulary		
Academic *(frequently encountered terms in academic contexts derived from ELA standards)* Alliteration Imagery Symbolism Tone Mood Theme. Narrator (or Speaker) Audience Diction Connotation Denotation Explication Interpretation Context Analysis	**Specialized** *(Discipline-specific terms to ELA Content within the standards)* Structure of a text Genre Author's lens Craft techniques	**General** *(critical terms taught from unit text (s) and concepts to aid in comprehension)* Brotherhood Identity Family Competition Grief Responsibility Filthy Pulchritudinous Churlish Game Time Basketball Rules

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS		
Key concept	**Related concept(s)**	**Global context**
Perspective	**Intertextuality**	**Personal and Cultural Expression**

	Self-expression	
Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.		Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Statement of Inquiry

Through understanding one's cultural perspective; people can work together to resolve conflict.

Inquiry questions

Factual: How does an author create style?
Conceptual: Can a person change who they are?   How are we all connected to humanity?   How do authors develop characters, events, and ideas through plot development?
Debatable: Do our physical and emotional environments impact our development as humans?

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating.
Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.
- *3- 6 constructed texts (at least 1 of which is an extended constructed text)*
- *2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)*
- *2 selected response and new read assessments for skills application to new text (s)*
- *1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .*

Add additional rows as necessary

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) *(H) - indicates Honors level assessment*	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed *(applicable only to MYP Task)*
Reading and Vocabulary Quizzes Short reading and vocabulary quizzes throughout the unit of study to assess effective use of academic language, listening skills, and the ability to construct and defend ideas using textual evidence in	**Standard 6.P.AC.1: Reading like a Writer:** **Expectations for Interpreting Texts:** **K-12.P.AC.1.a** Identify, apply, and analyze the **literary**, expository, or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. **K-12.P.AC.1.b** Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. **K-12.P.AC.1.c** Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the

an independent setting. ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	text's purpose. **K-12.P.AC.1.d** Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. **Standard 6-8.L.V.1: General, Academic, & Specialized Vocabulary** **Expectations for Interpreting Texts:** **6.L.V.1.a** – Acquire a range of general, academic, and disciplinary vocabulary. **Standard 6-8.L.V.3: Meaning & Purpose** **Expectations for Interpreting Texts:** **6L.V.3.b** – Analyze relationships between words and phrases to determine the meaning of unfamiliar words. **Standard 6-8.T.T.1: Narrative Techniques** **Expectations for Interpreting Texts:** **6.T.T.1.a** – Analyze narrative techniques used to develop plot, characters, and setting. **6.T.T.1.c** –Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. **Standard 6-8.T.T.4: Poetic Techniques** **6.T.T.4.a** Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
Title: MId-Unit Assessment ● Selected Response and Poetry Analysis (from core text excerpts) ● Constructed Response List Poem Part 1: Selected Response Analyze form and authorial choice in a variety of poems used to convey a narrative in The Crossover. Analyze narrative form and authorial choice to convey the character, Josh', identity in The Crossover through the analysis of the 3 list poems. **Part 2: Constructed Response** Apply understanding of narrative list form	**Standard 6-6.T.C.1.: Purpose & Audience** **Expectations for Interpreting Texts** **6.T.C.1.a:** Analyze the development of multiple purposes in writing a single text and how those purposes target specific audiences. **Standard 6-8.T.C.2: Authors and Speakers** **Expectations for Interpreting Text** **6.T.C.2.a:** Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. **6.T.C.2.c:** Identify and analyze the impact of background information and context. **Standard 6-8.T.SS.1: Organization** **Expectations for Interpreting Texts** **6.T.SS.1.a:** Explain how authors modify text structures or features to convey meaning, respond to the audience, or achieve a specific purpose. **Standard 6-8.T.SS.2: Craft** **Expectations for Interpreting Text** **6.T.SS.2.a:** Determine how figurative language and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. **Expectations for Constructing Text** **6.T.SS.2.b** Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target Audience.

poetry, using descriptive and sensory language, evoking a sense of narrative or story, through the writing of an original list poem. Demonstrate an understanding of the concept of "sense of self." • Write a poem using a specific poetic structure, employing effective language and sequencing choices. ☑ **Formative** ☐ **Summative** ☑ **MYP Task** ☐ **Performance Task**	**Standard 6-8.T.T.1: Narrative Techniques** **Expectations for Interpreting Texts:** **6.T.T.1.a:** Describe how narrative techniques are used across the text to develop the plot, characters, and setting. **Expectations for Constructing Texts:** **6.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. **STANDARD 6-8.T.T.4: Poetic Techniques** **Expectations for Interpreting Texts:** **6.T.T.4.a** Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, **figurative language**, and/or sound devices. **Expectations for Constructing Texts:** **6.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, **figurative language**, sound devices) to produce poetry and engage audiences. **MYP Criterion** **Criterion A: Analyzing** ● provides a perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator's choices on an audience, **Criterion C: Producing Text** ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,
Applying Skills to a New Read: ● Selected Response questions with a short constructed response paragraph. ● Reflection/Formative Assessment Read a poem by Yusef Komunyakaa. Answer several multiple-choice questions, and write a short-answer response that examines the relationship between language and meaning in a poem. Analyze the relationship between form and meaning in a poem. • Interpret the	**Standard 6-8.T.SS.2: Craft** **Expectations for Interpreting Text** **6.T.SS.2.a:** Determine how figurative language and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. **Standard 6-8.T.T.1: Narrative Techniques** **Expectations for Interpreting Texts:** **6.T.T.1.a:** Describe how narrative techniques are used across the text to develop the plot, characters, and setting. **Standard 6-8.T.T.4: Poetic Techniques** **Expectations for Interpreting Texts:** **6.T.T.4.a** Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices**.** **STANDARD K-12.P.EICC.2: Engagement & Intention** **K-12.P.EICC.2.d** Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

meaning and effect of figurative language.

☑ **Formative**
☐ **Summative**
☐ **MYP Task**
☐ **Performance Task**

Extended Constructed Text	**Standard K-12.P. AC.2: Writing Like a Reader**
☐ **Formative**	**Expectations Constructing Texts:**
☑ **Summative**	**K-12.P.AC.2.a** Integrate **literary**, expository, or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
☐ **MYP Task**	**K-12.P.AC.2.b** Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
☐ **Performance Task**	**K-12.P.AC.2.c** Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
Write a portfolio of three poems that demonstrates an understanding of ideas of the power of stories, the effects of descriptive and sensory language, narrative arc, and the relationship between content and structure.	**K-12.P.AC.2.d** Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
Write an Informational Cover Letter explaining and analyzing creative choices.	**Standard 6-8.T.T.1: Narrative Techniques**
	Expectations for Interpreting Texts:
	6.T.T.1.a: Describe how narrative techniques are used across the text to develop the plot, characters, and setting.
Produce a narrative sequence of three poems demonstrating effective use of narrative elements.	**Expectations for Constructing Texts:**
	6.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.
• Write a cover letter explaining the story, the relationship between form and content, and an understanding of the power of storytelling. (Honors)	**Standard 6-8.T.T.4: Poetic Techniques**
	Expectations for Interpreting Texts:
	6.T.T.4.a Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, **figurative language**, and/or sound devices.
	Expectations for Constructing Texts:
	6.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, **figurative language**, sound devices) to produce poetry and engage audiences.
	ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

End of Unit Assessment Selected Response and New Read and Constructed Text **Vocabulary Application: -** Task: After reading a new short text, students will be assessed on their ability to determine the meaning of unfamiliar words using context clues, word relationships (synonyms/antonyms), and affixes. They will also identify how these words contribute to the themes of identity or oppression in the new text. Assessment Focus: Application of vocabulary and reading comprehension strategies. **Reading Comprehension Test: -** Task: Students will read an excerpt from *The Crossover that* they have not yet studied in class and answer a series of multiple-choice and short-answer questions that assess their understanding of themes, characterization, and narrative techniques. - Assessment Focus: Comprehension and analysis of unfamiliar text passages. ☐ **Formative** ☑ **Summative** ☑ **MYP Task** ☐ **Performance Task**	**Standard 6-8.L.V.1: General, Academic, & Specialized Vocabulary** **Expectations for Interpreting Texts:** **6.L.V.1.a** – Acquire a range of general, academic, and disciplinary vocabulary. **Standard 6-8.L.V.3: Meaning & Purpose** **Expectations for Interpreting Texts:** **6L.V.3.b** – Analyze relationships between words and phrases to determine the meaning of unfamiliar words. **Standard 6-8.T.T.1: Narrative Techniques** **Expectations for Interpreting Texts:** **6.T.T.1.a** – Analyze narrative techniques used to develop plot, characters, and setting. **6.T.T.1.c** –Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. **Standard 6-8.T.T.4: Poetic Techniques** **6.T.T.4.a** Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. **MYP Objectives:** **Criterion A: Analyzing** – Identifying and analyzing the development of themes, characters, and techniques. **Criterion B: Organizing** – Organizing ideas and structuring an argument in a clear, coherent manner during discussions. **Criterion C: Producing Text** – Organizing and structuring an argument clearly and logically. **Criterion D: Using Language** – Use of figurative language and poetic techniques to convey meaning.
Guided Literary Analysis (Honors Only) **(H) Honors Only Assessment:** Students will produce a written product in	**Standard 6-8.T.T.1: Narrative Techniques** **Expectations for Interpreting Texts** **6.T.T.1.d** Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches

which they analyze the various texts read throughout the year to answer the following prompt: **"**To what extent do at least six of the works you have studied show at least three elements of change and its impact?" (see text list in Learning Experiences below) ☐ **Formative** ☑ **Summative** ☑ **MYP Task** ☐ **Performance Task**	to similar themes and topics. **ELAGSE6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Approaches to Learning (ATL) Skills

Skill Category: Self-Management

Skill Cluster: Reflection Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative):In order for a student to use appropriate forms of writing for different purposes and audiences they must focus on the process of creating by imitating the work of others.

Learning Experiences
Add additional rows below as needed.
Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing text* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
Building Background Knowledge: Novels in verse are a distinctive literary genre that tells a story through poetry rather than	Students will identify and analyze the impact of background information and context.	1. Close reading and annotations a. Figurative language and repeated motifs.	Excerpts from the following: Free Verse vs. Structured Form- Inside

traditional prose. These works often employ free verse, but some authors use structured poetic forms. They are engaging for the readers.
 	
1. Students will examine the characteristics of novels in verse including poetic form, concise language, and emotional intensity.
 	
2. Students will complete graphic organizers such as K-W-L charts and Frayer Models to differentiate the various poetic forms and elements within the genre, paying specific attention to how authors of the genre use limited language to convey intense emotions and imagery.
 	
3. Students will watch the trailer for The Crossover Series as well as read an excerpt from a paired text to gain background information regarding the topic of the mentor text.
	Students will describe how narrative techniques are used across the texts to develop the plot, characters, and setting.
	
	Students will recognize and describe poetic techniques used to present and design content, including stanzas, rhyme schemes, imagery, figurative language, and/or sound devices.
	
	Students will apply poetic techniques(e.g. Stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
	
	Students will determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.
	
	Students will use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audiences.
	
	Students will compare and contrast characteristics of formal style (eg. jargon, complete sentences) with those of informal style (eg. contractions, slang, sentence fragments) and apply understanding to writing and speaking.
	
	Students will distinguish between the connotations of words that share a similar denotation.
		b. Word choice
		2. Comparing Prose and Poetry
		     a. Rewrite a passage from a verse novel into prose
		3. Multimodal Responses
		     a. Found poems
		     b. Dramatic readings
		4. Write Verse Narratives
		     a. Mimicking the style of an author through the use of mentor text
		5. Guided Notes and Graphic Organizers
			Out & Back Again
			
			Line breaks and White Space: Long Way Down Jason Reynolds
			
			Repetition and Imagery- Starfish
			
			Themes and Social Relevance: Brown Girl Dreaming
			
			Voice and Characterization: The Crossover
			
			Crossover: Video and Paired Text
			The Crossover video trailer
			Sometimes a Dream Needs a Push

Theme Development and Poetic Forms:	Students will develop and apply knowledge of the author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.	Close Readings and Annotations
		   a. Theme identification
		   b. Theme Development and Analyzation
		Guided Notes
		   c. Defining attributes of poem types
		Guiding Questions
			Poems From The Crossover
			Epistolary Poem & Apology Poem: "Dear Jordan" (159)
			• Free Verse Poems: "On the Way to the Game" (13), "At the End of Warm-Ups, My Brother Tries to Dunk" (24–25), "The Game is tied" (36), "Missing" (43), "Sundays After Church" (50)
			• List Poems: "Five Reasons I Have Locks" (14–15), "Things I Learn at Dinner" (172), "Mom, since you asked, I'll tell you why I'm so angry" (204)
			• Tanka Poem: "Tanka for Language Arts Class" (212)
			• Tercet: "JB and I" (23)
			• Text Poems: "Text Messages from Mom, Part One" (179–180), "Text Messages from Vondie" (205), "Text Messages from Mom, Part Two" (218)
			• Two Word Poem: "At Noon, in the Gym, with Dad" (194–196)
			• Unrhymed Couplets: "Conversation" (17, 123) "Suspension" (138)

1. Teachers will provide examples and teach each of the poem types, explicitly identifying their defining attributes. Students will choose one poem type and reflect on the poem's written form/structure. Teachers will then ask students to choose one of the themes of the text to create a poem in the poetic form they have chosen.	Students will be able to determine a theme and/or central idea of a text and how it is conveyed through. Students will be able to interpret and use language to craft engaging texts. Students will be able to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Students will be able to compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topic. Students will develop independence and autonomy as a reader and writer.		

Characterization in Poetry:
 	
1. Students will complete a graphic organizer to identify and analyze the characters within the novel. Then, students will choose one of the main characters in *The Crossover* (e.g., Josh, Jordan, or their parents). In a paragraph, students will describe how the author uses
	Students will describe how narrative techniques are used across the texts to develop plot, characters, and setting.
	
	Students will use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the
		Close Readings and Annotations
		   d. Theme identification
		   e. Theme Development and Analyzation
		Guided Notes
		   f. Defining attributes of poem types
		Guiding Questions
		Graphic Organizers
			● *Crossover*

narrative techniques to develop this character while consider the following: ● What do we learn about this character through their thoughts, actions, and dialogue? ● How do these elements help the reader understand the character's personality or motivations? ● How does the author's use of **point of view** (first-person or second-person) affect how we learn about the character?	target audiences. Students will recognize and describe poetic techniques used to present and design content, including stanzas, rhyme schemes, imagery, figurative language, and/or sound devices. Students will explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		
Word Choice: Impact on Meaning and Figurative Language: Poetry is full of figurative language and specific word choice in order for the author to get their thoughts and feelings across to the reader. 1. Teachers will provide students with excerpts from the mentor text. Students will complete a graphic organizer to identify and examine how an author's word choice and/or use of figurative language impacts the text's meaning. 2. Students will take a section of one the graphic novel and recreate it as unillustrated prose. Teachers will inform students to think about how to convey the mood, imagery, action and dialogue in words, rather than in graphic novel style.	Students will use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes. Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to interpret and use language to craft engaging texts.	1. Teachers will provide students with excerpts from the mentor text. Students will complete a graphic organizer to identify and examine how an author's word choice and/or use of figurative language impacts the text's meaning. 2. Students will take a section of one the graphic novel and recreate it as unillustrated prose. Teachers will inform students to think about how to convey the mood, imagery, action and dialogue in words, rather than in graphic novel style.	● *Crossover (Mentor Text)*

Extension (Honors Only): Literary Analysis:
 	
1. Students will produce a written product in which they analyze the various texts read throughout the year to answer the following prompt:
	Students will compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.
	
	Students will be able to interpret texts through
		1. Guided Instruction and Exemplars:
		   a. Literary Analysis Structure and Elements (Notes and Presentations)
		   b. Examples of an
			● *Out of My Mind*
			● *Fish in a Tree*
			● *Esperanza Rising*
			● *Hidden Figures*
			● *Farewell to Manzanar*
			● *Code Talkers*

"To what extent do at least six of the works you have studied show at least three elements of change and its impact?"
 	
Teachers will provide guided instruction as students produce their written responses, chucking instruction along the way to ensure effective writing and students' understanding of the elements within a literary analysis. Students will then engage in the editing and revision process before presenting an overview of their analysis.
	the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions.
	
	Students will be able to construct a written response in the form of an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	
	Students will be able to draw from the knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
	
	Students will be able to interpret and use language to craft engaging texts.
		Effectively Constructed Literary Analysis
		2. Graphic Organizers, Planning Sheets, and Checklists/Rubrics
		3. Chunking the Constructed Response
		   a. Planning
		   b. Introductions, Body Paragraphs, Conclusion
		   c. Editing and Revisions
		4. Presentation Structure and Outline
			● *The Lighting Thief*
			● *Touching Spirit Bear*
			● *Navigating Early*
			● *Crossover*
			● *Starfish*

Unit Texts
All texts meet grade-level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level *grade level appropriate texts that meet grade level complexity guidelines*	Honors *Additional/differentiated texts noted here for advanced study as applicable*	Support *grade level complex text (s) accessibility support provided for access to grade-level content/text*
Unit Novel (s), Plays, Extended Work (s)	The Crossover by Kwame Alexander	*Brown Girl Dreaming* by Jackqueline Woodson Starfish by Lisa Fipps *Inside Out & Back Again* by Thahhaa Lai (short excerpts) *Sometimes A Dream Needs A Push* by Walter Dean Myers (short expects)	Accessibility support for the texts will be provided based on individual student needs. Adapted or leveled versions will be available as necessary to ensure comprehension and engagement. Additionally, audio support will be provided for students who benefit from auditory reinforcement. If no adaptations are needed, students will access the standard text format with appropriate instructional support.
Other Prose Texts and Poetry	**Articles** "This Is Your Life (and How You Tell It)", Benedict Carey	**N/A**	Accessibility support for the texts will be provided based on individual student needs. Adapted or leveled versions will be available as necessary to ensure comprehension and

			engagement. Additionally, audio support will be provided for students who benefit from auditory reinforcement. If no adaptations are needed, students will access the standard text format with appropriate instructional support.
	"Your Brain on Fiction" Annie Murphy Paul, The New York Times **Poetry** "Nikki-Rosa," Nikki Giovanni "Slam, Dunk, & Hook," Yusef Komunyakaa "Sometimes Silence Is the Loudest Kind of Noise," Bassey Ikpi **Transcript** "The Danger of a Single Story," Chimamanda Ngozi Adichie		
Visual Texts (Viewing)	**Videos** Bassey Ikpi "Sometimes silence is the loudest kind of noise" Nikki Giovanni — "Nikki Rosa" Slam, Dunk, & Hook," Yusef Komunyakaa - Kwame Alexander "The Human Soul Distilled," from Reading Rocks **Art** "The Block", Romare Bearden "Children's Games", Pieter Bruegel the Elde "Nikki Rosa on Def Jam Poetry," Nikki Giovanni	**N/A**	Accessibility support for the texts will be provided based on individual student needs. Adapted or leveled versions will be available as necessary to ensure comprehension and engagement. Additionally, audio support will be provided for students who benefit from auditory reinforcement. If no adaptations are needed, students will access the standard text format with appropriate instructional support.
Auditory Texts (Listening)	**Ted Talk** "The Danger of a Single Story," Chimamanda Ngozi Adichie		Accessibility support for the texts will be provided based on individual student needs. Adapted or leveled versions will be available as necessary to ensure comprehension and engagement. Additionally, audio support will be provided for students who benefit from auditory reinforcement. If no adaptations are needed, students will access the standard text format with appropriate instructional support
Multimodal Texts *(A single text that includes*	**Art (with Article)** "The Block", Romare Bearden "Children's Games", Pieter Bruegel the Elde "Nikki Rosa on Def Jam Poetry," Nikki Giovanni		Accessibility support for the texts will be provided based on individual student needs. Adapted or leveled versions will be available as necessary to ensure comprehension and engagement. Additionally, audio support will be provided for

Integrated Modes)			students who benefit from auditory reinforcement. If no adaptations are needed, students will access the standard text format with appropriate instructional support

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, etc..