

Reading for Meaning Unit	UEQ: How do readers analyze, interpret, and respond to text in order to deepen understanding?		
Approximate Timeline:	Identified Resources:		
	<u>Fiction</u> • The Most Dangerous Game • A Jury of Her Peers • Poison • The Necklace • Thank You M'am • Scarlet Ibis • <u>Copper Sun</u> • <u>Uncle Tom's Cabin</u>	<u>Nonfiction</u> • Sold Into Slavery • Immigration Article	<u>Poetry</u> • Legal Alien • English B • Shiloh

Unit Focus Standards and Content

Common Core Standards	PA Focus Standards	Keystone Eligible Content	Student Task
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's explicit assumptions and beliefs about a subject.	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: items may target specific paragraphs. L.F.2.1.2 Cite evidence from a text to support generalizations.	Quote Log: Reflect on higher-order thinking questions in writing, and note the page numbers of the textual evidence you will refer to in your answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.9-10.1, SL.9-10.1) *This student activity should be based on reading that is done both inside and outside the classroom.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop	C.C.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:	Constructed Response: Ex. Analyze (your character's) development at the beginning, middle and end of the text and provide sound rationale

over the course of a text, interact with other characters, and advance the plot or develop the theme.	with other characters, and advance the plot or develop the theme.	Note: Character may also be called narrator or speaker. - the actions motives, dialogue, emotions/feelings, traits, and relationships between characters and other components of the text - the development of complex characters and their roles and functions in a text.	for changes that occur. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.3, SL.9-10.1, SL.9-10.4, SL.9-10.6)
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	C.C.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	L.F.2.3.4 Explain, interpret, compare, describe, analyze and/or evaluate theme in a variety of fiction: - The relationship between the theme and other components of a text. - Comparing and contrasting how major themes are developed across genres. - The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres. - The way in which a work of literature is related to the themes and issues of its historical period. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	Teacher identifies a theme for the students to examine, and they write a paragraph that includes the author or poet, names the specific theme that will be discussed, and uses textual evidence to support the theme in question. Students will submit their response and discuss/revise it with their classmates.
RL.9-10.4 Determine the meaning of words and phrases as they are used in the	C.C.1.3.9-10.I Determine or clarify the meaning of unknown and	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a	How does an author portray overcoming adversities? Compare the challenges in two texts. After discussion, use two pieces

text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.	text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	of evidence from each text to support an original thesis statement that compares the two texts in an informative/explanatory constructed response.
W.9-10.5 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.	CC.1.4.9-10.T 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 or audience.	N/A	Defend-Challenge-Qualify Students will be given a quote that pertains to the literary piece they read and will explain its significance in connection to the events in the text. (Teachers choose the work.) In an organized argument, use textual evidence from the work as well as from historical or reference works to support your position.
L.9-10.1 Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking: Use parallel structure; use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or	C.C.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure • Use various types of phrases and clauses to convey meaning and add variety and interest.	N/A	

presentations.			
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses, use a colon to introduce a list or quotation, and spell correctly.	C.C. 1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	N/A	
L.9-10.3 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, and write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.	Not Found	N/A	
	CC1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or	Constructed Response / Writing Prompts Suggestions: How is suspense built in the poem/short story? What is the significance of the setting in _____? How does the development of the character lend itself to the plot?

		evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period	
	CC. 1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it	L.F. 2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of fiction: <i>Note: Character may also be called narrator or speaker.</i>	

	emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D. Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC. 1.3.9-10.F. Analyze how	• The actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text. • The relationship between characters and other components of a text • The development of complex characters and their roles and functions within a text. L.F.2.3.2. Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of fiction. • The relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.3. . Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of fiction. <i>Note: plot may also be called action.</i> • Elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • The relationship between elements of the plot and other components of the text • How the author structures plot to advance the action. L.F.2.3.4. Explain, interpret, compare, describe, analyze, and/or evaluate	
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	words and phrases shape meaning and tone in texts.	<u>theme</u> in a variety of fiction. • The relationship between the theme and other components of a text. • Comparing and contrasting how major themes are developed across genres. • The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres. • The way in which a work of literature is related to the themes and issues of its historical period. L.F.2.3.5. Explain, interpret, compare, describe, analyze, and/or evaluate <u>tone, style, and/or mood</u> in a variety of fiction. • The relationship between the tone, style, and/or mood and other components of a text. • How voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text. • How diction, syntax, figurative language, sentence variety, etc, determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction. • The point of view of the narrator	
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		as first person or third person point of view. The impact of point of view on the meaning of a text as a whole	
N/A	CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. Move satire to “style” unit Move irony, allegory, symbolism to “drama” unit	