

Unit 5: Multi-Genre Response	UEQ: How does reflecting on previously read literature in a variety of ways help the reader analyzing and responding to literature?
APPROXIMATE TIMELINE: 1-2 weeks Key vocabulary: reflect, genre, voice, analysis, informal vs. formal, critique Grammar emphasis: developing a voice, using language creatively	IDENTIFIED CORE RESOURCES: - Previously read literature SUPPLEMENTAL TEXTS: <i>The Norton Reader</i> (shorter 13th edition) <i>Readings in World Literature</i> <i>An African Quilt: 24 Modern African Stories</i> GRAMMAR & PUNCTUATION EXERCISES: - from various resources, including <i>Language Network</i> textbook (yellow)

PA FOCUS STANDARDS	COMMON CORE LEARNING STATEMENTS (transposed to LEQs on Lessons)	STUDENT LEARNING ACTIVITIES (will vary depending on teacher discretion based upon student ability level)
Reading Informational Text 1.2 Students read, understand, and respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	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. (SL.11-12.4)	Students will select various pieces of literature to create a multi-genre project. This project will demonstrate their understanding and analysis through the ability to synthesize literature and connect it to a central idea. Students will present this multi-genre project to the class, focusing on professional presentation skills.
Reading Literature 1.3	Make strategic use of digital media (e.g., textual, graphical,	Students will utilize various forms of digital media to create a presentation of the multi-genre project.

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Writing 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Speaking and Listening 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3)	Students will assess and evaluate other student’s presentations.
	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured	Depending on the genres chosen, students will create a variety of responses to demonstrate a culmination of their understanding and analysis of works studied during the year. While creating these responses, students will adhere to standard English conventions based upon the genres chosen.

	event sequences. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.2) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, and resolve issues of complex or contested usage, consulting references as needed. (L.11-12.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: observe hyphenation conventions and spell correctly. (L.11-12.2) 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: vary syntax for effect, consulting references for guidance as needed and apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3)	
<i>Throughout the unit, the following Writing standards will be on-going:</i> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to</i>		

task, purpose, and audience. (W.11-12.4)

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. (W.11-12.10)

Throughout the unit, the following Language standards will be on-going:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies

- 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.*
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).*
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.*
- 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).*

(L.11-12.4)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

Throughout the unit, the following Speaking and Listening standards will be on-going:

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6)

ASSESSMENT:
Multi-genre project and presentation