



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
PRESCHOOL  
MATHEMATICS  
LIBRARY MEDIA  
SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area:** English Language Arts

**Course:** Pre-AP English 1

**Grade Level:** 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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**Maureen Dalessio**

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Subject/Course Title:  
**Pre-AP English 1  
Grade 8**

Date of Board Adoption:  
**August 26, 2025**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## PRE-AP ENGLISH 1: GRADE 8

### *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	<a href="#"><u>Telling Details (Short Stories and Visual Texts)</u></a>	10 weeks
2	<a href="#"><u>Pivotal Words and Phrases (Poetry and Drama)</u></a>	10 weeks
3	<a href="#"><u>Compelling Evidence (Essays and Arguments)</u></a>	10 weeks
4	<a href="#"><u>Powerful Openings (Openings of Novels)</u></a>	10 weeks

Units and curriculum reproduced from the Pre-AP® English 1 **Course and Exam Description** (CED), effective Fall 2021. Pacing is based on suggestions by the College Board, included in the CED and the annual May exam date.

## ***ACCOMMODATIONS***

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> </ul>

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Pre-AP English 1

**Unit Title:** Telling Details (Short Stories and Visual Texts)

**Target Course/Grade Level:** 8

**Unit Summary:**

During this unit, students read short fiction and visual texts and learn to go beyond the superficial identification of plot moves as they attempt to solve the mystery of how authors employ their craft. Students also learn to compose analytical sentences and paragraphs that capture the telling details discovered through close observation as well as the connections between the discrete elements of a work and the overall effect those elements achieve.

Students deepen their study of telling details and strengthen their literary analysis and writing skills through targeted activities. Students come to understand the effects of unique stylistic choices made by authors, and then start to make thematic connections among genres and texts. Students gather textual evidence and generate commentary in order to plan and compose multi-paragraph responses to literature.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**Reading Literature:**

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material

historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

**Writing:**

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
  - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
  - C. Use transitions (e.g., words, phrases, clauses) 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.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. 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.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. 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.

**Language:**

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. 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.
  - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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., analyze, analysis, analytical; advocate, advocacy).
  - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - D. 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, or its etymology.
  - E. 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.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
  - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - B. Analyze nuances in the meaning of words with similar denotations.
  - C. 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; how the language of a court opinion differs from that of a newspaper).

### **Speaking and Listening:**

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
  - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Pre-AP English 1 Learning Objectives:**

- LO 1.1A Analyze a wide range of texts for multiple meanings.
- LO 1.1B Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.
- LO 1.1C Use a repertoire of active reading strategies appropriate to the text and task.
- LO 1.3A Analyze how literary elements interact to develop the central ideas of a work of literature.
- LO 1.3B Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.
- LO 1.4A Explain the relationship between a text and its historical or cultural context.
- LO 1.4B Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.

- LO 2.1A Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- LO 2.1B Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- LO 2.1C Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- LO 2.1D Reflect on the writing process and how it shapes one's ongoing development as a writer.
- LO 2.3A Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- LO 2.3B Organize ideas and evidence to effectively develop and support a thesis.
- LO 2.3C Select and incorporate relevant and compelling evidence to support a thesis.
- LO 2.3D Use an appropriate style and carefully selected language to strengthen an analysis.
- LO 2.4A Establish a narrative point of view.
- LO 2.4B Use a variety of techniques to advance plot, theme, and the evolution of character(s).
- LO 2.4C Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.
- LO 3.1A Use context clues to infer the meaning of multiple-meaning or unfamiliar words.
- LO 3.1B Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.
- LO 3.1C Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).
- LO 3.2A Compose or revise language to honor precision and economy in word choice.
- LO 3.2B Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.
- LO 3.3A Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- LO 3.3B Compose or revise language to ensure proper agreement and appropriate verb tense.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.
- LO 4.1A Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- LO 4.1B Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- LO 5.1A Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- LO 5.1B Cite relevant evidence and evaluate the evidence presented by others.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and revise one's own thinking or understanding.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.1: Evaluate sources of information for reliability and validity.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative work.

#### **Interdisciplinary Connections and Standards:**

##### **Social Studies:**

- 6.2.8.CivicsHR.4.b: Analyze how the actions of a few individuals, including women, children, and indigenous peoples, have had a significant impact on historical events.

- 6.3.8.CivicsPD.3: Use a variety of sources to develop a position on a public issue and justify the position with evidence.

**Visual and Performing Arts:**

- 1.5.8.Cn11a: Analyze and contrast how the elements of art and principles of design are used in visual artworks to communicate meaning and reflect cultural traditions.

**Unit Understandings:**

*Students will understand that...*

**ENDURING UNDERSTANDING 1.1**

Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

- EK 1.1A1 A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.
- EK 1.1A2 Critical reading requires reading both with and against the ideas presented in a text.
- EK 1.1A3 An author’s purpose may not be stated explicitly and in such cases must be inferred based on textual observations.

**ENDURING UNDERSTANDING 1.3**

Analyzing literature is a complex task that includes making inferences, examining an author’s use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.

- EK 1.3A1 The complexity of literature can result in multiple, varied interpretations of theme.
- EK 1.3A2 Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.
- EK 1.3B1 An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.
- EK 1.3B2 Objects, settings, and even characters can have symbolic meaning, and that meaning can develop or shift as the work unfolds.
- EK 1.3B3 A particular literary genre may privilege certain structural and stylistic elements.

**ENDURING UNDERSTANDING 1.4**

A text may be read in conversation with other texts or in the broader context in which it was written or read.

- EK 1.4A1 Texts often reflect or address the historical or cultural contexts in which they were written.
- EK 1.4A2 Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.
- EK 1.4A3 A reader’s interpretation of a text may be shaped by their own experiences.
- EK 1.4B1 Texts may build on or challenge the ideas of previously written texts.
- EK 1.4B2 Reading multiple texts that address the same idea, subject, or theme may heighten a reader’s awareness of divergent perspectives.

**ENDURING UNDERSTANDING 2.1**

Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

- EK 2.1A1 Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.
- EK 2.1A2 The audience is the intended reader. Although teachers read student writing, they are not the sole audience.

- EK 2.1A3 Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.
- EK 2.1B1 There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).
- EK 2.1B2 An important part of the writing process is determining the most relevant and compelling ideas to pursue.
- EK 2.1B3 Writing facilitates thinking.
- EK 2.1C1 Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.
- EK 2.1C2 Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
- EK 2.1C3 Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle).
- EK 2.1C4 Decisions about medium, design, and format should be based on intended audience and purpose.
- EK 2.1D1 Metacognitive reflection (thinking about one’s thinking) guides writers to identify the practices that work and do not work for them as writers.
- EK 2.1D2 A writer’s identity develops over time and is shaped by many factors beyond grades (e.g., finding one’s own voice, receiving and responding to feedback).

### **ENDURING UNDERSTANDING 2.3**

Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

- EK 2.3A1 A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.
- EK 2.3A2 Many writers first develop a working thesis that may be replaced, revised, or tweaked during the writing process.
- EK 2.3A3 A well-written thesis statement acts as a lens through which the reader can interpret the analysis.
- EK 2.3B1 The presentation of textual evidence in an analysis does not necessarily mirror the chronology or order of the original text.
- EK 2.3B2 A writer should make explicit connections between evidence and thesis.
- EK 2.3C1 The nature of the evidence in a textual analysis will depend on the genre of the text.
- EK 2.3C2 Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.
- EK 2.3C3 Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.
- EK 2.3C4 Citations distinguish the writer’s ideas and words from those of the work being analyzed and from those of additional sources.
- EK 2.3D1 Precise word choice and sentence variety can focus the reader’s attention, convey an intended tone, and present a convincing analysis.
- EK 2.3D2 Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.
- EK 2.3D3 The writer’s own position, voice, and style should be supported but not overshadowed by textual evidence.

### **ENDURING UNDERSTANDING 2.4**

Writing a narrative allows a writer to convey experience, share perspective, or deepen their own understanding.

- EK 2.4A1 A narrator provides the lens through which a real or imagined story is told.
- EK 2.4A2 Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.
- EK 2.4A3 Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.
- EK 2.4B1 Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story.
- EK 2.4B2 Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection.
- EK 2.4B3 Meaning can be enhanced when objects, settings, or characters are used symbolically to represent larger ideas.
- EK 2.4C1 Vivid descriptions, imagery, and figurative language draw the reader into the narrative.
- EK 2.4C2 Writers can use language to directly or indirectly indicate shifts in time and setting.
- EK 2.4C3 Word choice helps convey a particular voice with its own syntax, diction, and tone.

### **ENDURING UNDERSTANDING 3.1**

Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

- EK 3.1A1 A word's nuanced meaning is often dependent on the context in which it is used.
- EK 3.1A2 Words with similar denotations can have significantly different connotations.
- EK 3.1A3 A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
- EK 3.1B1 Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
- EK 3.1B2 Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.
- EK 3.1B3 Recognizing patterns in morphology can help readers see how words are related to one another.
- EK 3.1C1 Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.
- EK 3.1C2 A thesaurus can help a writer choose the most appropriate word for a particular usage.
- EK 3.1C3 Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

### **ENDURING UNDERSTANDING 3.2**

Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

- EK 3.2A1 Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.
- EK 3.2A2 Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.
- EK 3.2A3 Although writers may use repetition as a rhetorical strategy, redundancy should be avoided.
- EK 3.2B1 Varying sentence structures can maintain the reader's interest, enhance voice, and contribute to fluency.
- EK 3.2B2 Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.
- EK 3.2B3 Linguistic diversity across dialects and registers contributes to the power and richness of language.

### **ENDURING UNDERSTANDING 3.3**

Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

- EK 3.3A1 Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.
- EK 3.3A2 Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.
- EK 3.3A3 Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.
- EK 3.3B1 To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.
- EK 3.3B2 Inappropriate shifts in verb tense can disorient a reader.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.

#### **ENDURING UNDERSTANDING 4.1**

Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.

- EK 4.1A1 Research can be formal or informal, sustained or on the spot.
- EK 4.1A2 Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.
- EK 4.1B1 Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).
- EK 4.1B2 Effective research requires integrating the findings of multiple sources accurately and strategically.

#### **ENDURING UNDERSTANDING 5.1**

Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

- EK 5.1A1 Preparing for academic conversations requires considering topics and/or texts and developing a point of view.
- EK 5.1A2 Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.
- EK 5.1A3 Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.
- EK 5.1B1 Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.
- EK 5.1B2 When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.

#### **Unit Essential Questions:**

- How do authors use telling details to reveal character and theme?
- In what ways do literary and stylistic elements interact to create meaning?
- How can close reading help uncover implicit meanings in a text?
- Why is sentence structure important in conveying ideas clearly?

#### **Knowledge and Skills:**

*Students will know...*

- Literary elements such as imagery, irony, and symbolism.
- Sentence structures: independent vs. dependent clauses, and how to construct complex sentences.
- The structure and components of a literary analysis paragraph.
- Vocabulary in context and the nuances of word choice.

*Students will be able to...*

- Observe and analyze details in visual texts.  
Conduct brief, on-the-spot research.
- Read closely and analyze a complex literary text or short story.
- Identify and interpret textual details that reveal character traits, development, and change.
- Use textual evidence to analyze how authors reveal character, build tension, and develop theme.  
Determine implicit meanings based on specific word choices and narrative perspective.  
Analyze how literary and stylistic elements—such as imagery, symbolism, and irony—interact to impact meaning and tone.
- Draft and revise literary analysis paragraphs using effective topic sentences, transitions, and integrated direct quotations.
- Create outlines to plan organized literary analysis writing.
- Revise and expand simple sentences by adding details; write a variety of original complex sentences.
- Understand and apply the difference between independent and dependent clauses.
- Use sentence combining to strengthen writing and sentence fluency.
- Explain the purpose and correct use of punctuation (commas, colons, semicolons, dashes); revise writing for punctuation accuracy.
- Determine word meanings and relationships; use vocabulary knowledge to make predictions about texts.
- Explain how images or symbolic objects contribute to characterization and thematic meaning.
- Explain how an author’s use of structure, including narrative voice and perspective, shapes meaning.
- Reflect on the reading and writing process to monitor and deepen comprehension.
- Collaborate with peers through structured academic conversation and questioning.
- Develop an original narrative using a story starter.
- Use new information to revisit and revise character interpretations.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Assess & Reflect – Learning Cycle 1:** Students complete targeted sentence analysis and writing tasks, applying their understanding of sentence structure and telling details to enhance clarity and precision in written expression.
- **Assess & Reflect – Learning Cycle 2:** Students draft literary analysis paragraphs focused on how specific textual details reveal character traits and contribute to tone, theme, or conflict within short stories.
- **Assess & Reflect – Learning Cycle 3:** Students revise their literary analysis writing by integrating direct quotations, refining topic sentences, and improving transitions for coherence and impact.

- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students’ ability to read a complex literary text, identify telling details, and analyze how those details develop character and meaning.
- **Performance Task – Literary Analysis Paragraph (Pre-AP Classroom):** Students read an unseen short story and write a literary analysis paragraph explaining how the author uses telling details to develop a complex character.
- **Embedded Assessment – Writing a Literary Analysis of “Martha, Martha”:** Students write a complete literary analysis essay on “Martha, Martha,” demonstrating their ability to identify textual evidence, analyze character development, and explain how literary elements shape meaning.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Pre-AP Model Lessons: 1.1, 1.2, 1.3, 1.4,1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and writing development
- Scaffolded text-dependent questions
- Collaborative discussions, academic conversations, and peer feedback
- Close reading and annotation of short stories and images
- Think-pair-share and small group discussion for detail identification
- Modeling and guided practice in writing literary analysis paragraphs
- Use of graphic organizers to map character development and setting
- Chunked texts and scaffolded questioning for language learners and students with IEPs
- Visual text analysis to support inference-making

### Specific Readings:

- “Quiet Places” (photo essay)
- “Bread”
- “The First Day” (AAH)
- “What Happened During the Ice Storm”
- “The Red Fox Fur Coat”
- “Lamb to the Slaughter”
- “An Occurrence at Owl Creek Bridge”
- “The Gift of the Magi”
- “Games at Twilight” (AAPI)
- “The Sniper”
- “Most Dangerous Game”
- “The Legend of Sleepy Hollow”
- “Young Goodman Brown”
- “Harrison Bergeron”
- “If I Forget Thee, Oh Earth”
- The Birds”
- “Martha, Martha” (core literary text for Embedded Assessment 1)

## ***RESOURCES***

### **Teacher Resources:**

- Pre-AP English 1 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 1 Instructional Planning Guide with Springboard
- SpringBoard English I Teacher Edition
- Quill.org and Vocabulary.com for supplemental practice
- Khan Academy videos (Intro to Phrases and Clauses, Sentence Structure, Combining Sentences: Compound and Complex, Analyzing Literature: Close Reading, Creating Cohesion in Writing, etc.)

*\*Note: Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

### **Equipment Needed:**

- Student devices
- Newline board

## *UNIT 2 OVERVIEW*

**Content Area:** Pre-AP English 1

**Unit Title:** Pivotal Words and Phrases (Poetry and Drama)

**Target Course/Grade Level:** 8

**Unit Summary:**

During this unit, students focus on the meaning and impact of pivotal words and phrases as they explore the work of poets, performers, and dramatists. By exploring found poetry, a poet's multiple drafts of a single poem, and a few narrative poems, students gain an appreciation for the significance of word choice and revision. Students will also gain firsthand knowledge of how dramatic performance can heighten the effects of wordplay as they act out Shakespearean dialogues. Writing is continuously woven throughout Unit 2, as students craft found poems, write critical reviews, and draft multiparagraph works of literary analysis. Students deepen their study of pivotal words and phrases as they read *Romeo and Juliet* and prepare a dramatic interpretation. Students will gain a deeper understanding of and appreciation for Shakespeare's works and enhance their ability to read a challenging text by analyzing the text in preparation for a collaborative performance.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**Reading Literature:**

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material

historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

**Writing:**

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
  - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
  - C. Use transitions (e.g., words, phrases, clauses) 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.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. 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.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. 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.

**Language:**

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. 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.
  - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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., analyze, analysis, analytical; advocate, advocacy).
  - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - D. 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, or its etymology.
  - E. 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.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
  - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - B. Analyze nuances in the meaning of words with similar denotations.
  - C. 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; how the language of a court opinion differs from that of a newspaper).

### **Speaking and Listening:**

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
  - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Pre-AP English 1 Learning Objectives:**

- LO 1.1A Analyze a wide range of texts for multiple meanings.
- LO 1.1B Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.
- LO 1.1C Use a repertoire of active reading strategies appropriate to the text and task.
- LO 1.3A Analyze how literary elements interact to develop the central ideas of a work of literature.
- LO 1.3B Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.
- LO 1.4A Explain the relationship between a text and its historical or cultural context.
- LO 1.4B Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.

- LO 2.1A Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- LO 2.1B Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- LO 2.1C Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- LO 2.1D Reflect on the writing process and how it shapes one's ongoing development as a writer.
- LO 2.2A Assert a precise central claim.
- LO 2.2B Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.
- LO 2.2C Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.
- LO 2.3A Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- LO 2.3B Organize ideas and evidence to effectively develop and support a thesis.
- LO 2.3C Select and incorporate relevant and compelling evidence to support a thesis.
- LO 2.3D Use an appropriate style and carefully selected language to strengthen an analysis.
- LO 2.4A Establish a narrative point of view.
- LO 3.1A Use context clues to infer the meaning of multiple-meaning or unfamiliar words.
- LO 3.1B Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.
- LO 3.1C Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).
- LO 3.2A Compose or revise language to honor precision and economy in word choice.
- LO 3.2B Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.
- LO 3.3A Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- LO 3.3B Compose or revise language to ensure proper agreement and appropriate verb tense.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.
- LO 4.1A Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- LO 4.1B Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- LO 4.1C Determine the credibility, reliability, and relevancy of selected sources.
- LO 4.2B Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- LO 5.1A Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- LO 5.1B Cite relevant evidence and evaluate the evidence presented by others.
- LO 5.2A Determine the purpose for communication and select an appropriate format.
- LO 5.2B Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.
- LO 5.2C Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.
- LO 5.2D Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.2: Identify and explain multiple solutions to a problem based on how others have responded.
- 9.4.12.CT.3: Use critical thinking and problem-solving strategies to solve real-world problems.
- 9.4.12.IML.6: Use appropriate sources of information from diverse perspectives to solve problems.
- 9.4.12.CC.1: Use digital tools to enhance collaboration and support teamwork.
- 9.4.12.GCA.1: Collaborate with individuals of diverse backgrounds to address challenges using multiple perspectives.

**Interdisciplinary Connections and Standards:****Social Studies:**

- 6.1.8.HistoryUP.4.b: Analyze how different groups influenced the development of American culture during the 18th and 19th centuries.

**Visual and Performing Arts:**

- 1.3A.8.Cr3a: Collaborate to devise a drama/theatre work using critical analysis and cultural context.
- 1.3A.8.Re7a: Analyze how personal experience and the characteristics of dramatic works influence how those works are perceived.

**Unit Understandings:**

*Students will understand that...*

**ENDURING UNDERSTANDING 1.1**

Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

- EK 1.1A1 A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.
- EK 1.1A2 Critical reading requires reading both with and against the ideas presented in a text.
- EK 1.1A3 An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.

**ENDURING UNDERSTANDING 1.3**

Analyzing literature is a complex task that includes making inferences, examining an author's use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.

- EK 1.3A1 The complexity of literature can result in multiple, varied interpretations of theme.
- EK 1.3A2 Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.
- EK 1.3B1 An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.
- EK 1.3B2 Objects, settings, and even characters can have symbolic meaning, and that meaning can develop or shift as the work unfolds.
- EK 1.3B3 A particular literary genre may privilege certain structural and stylistic elements.

**ENDURING UNDERSTANDING 1.4**

A text may be read in conversation with other texts or in the broader context in which it was written or read.

- EK 1.4A1 Texts often reflect or address the historical or cultural contexts in which they were written.
- EK 1.4A2 Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.
- EK 1.4A3 A reader’s interpretation of a text may be shaped by their own experiences.
- EK 1.4B1 Texts may build on or challenge the ideas of previously written texts.
- EK 1.4B2 Reading multiple texts that address the same idea, subject, or theme may heighten a reader’s awareness of divergent perspectives.

### **ENDURING UNDERSTANDING 2.1**

Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

- EK 2.1A1 Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.
- EK 2.1A2 The audience is the intended reader. Although teachers read student writing, they are not the sole audience.
- EK 2.1A3 Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.
- EK 2.1B1 There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).
- EK 2.1B2 An important part of the writing process is determining the most relevant and compelling ideas to pursue.
- EK 2.1B3 Writing facilitates thinking.
- EK 2.1C1 Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.
- EK 2.1C2 Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
- EK 2.1C3 Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle).
- EK 2.1C4 Decisions about medium, design, and format should be based on intended audience and purpose.
- EK 2.1D1 Metacognitive reflection (thinking about one’s thinking) guides writers to identify the practices that work and do not work for them as writers.
- EK 2.1D2 A writer’s identity develops over time and is shaped by many factors beyond grades (e.g., finding one’s own voice, receiving and responding to feedback).

### **ENDURING UNDERSTANDING 2.2**

Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

- EK 2.2A1 A central claim expresses the writer’s belief or point of view about a topic.
- EK 2.2A2 Academic writing requires engaging with the ideas of others while recognizing one’s own opinions and biases.
- EK 2.2A3 There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience’s opinions or actions.
- EK 2.2A1 A central claim expresses the writer’s belief or point of view about a topic.
- EK 2.2A2 Academic writing requires engaging with the ideas of others while recognizing one’s own opinions and biases.
- EK 2.2A3 There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience’s opinions or actions.
- EK 2.2C1 Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others’ ideas.

- EK 2.2C2 Evidence must be cited appropriately to acknowledge others' ideas.

### **ENDURING UNDERSTANDING 2.3**

Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

- EK 2.3A1 A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.
- EK 2.3A2 Many writers first develop a working thesis that may be replaced, revised, or tweaked during the writing process.
- EK 2.3A3 A well-written thesis statement acts as a lens through which the reader can interpret the analysis.
- EK 2.3B1 The presentation of textual evidence in an analysis does not necessarily mirror the chronology or order of the original text.
- EK 2.3B2 A writer should make explicit connections between evidence and thesis.
- EK 2.3C1 The nature of the evidence in a textual analysis will depend on the genre of the text.
- EK 2.3C2 Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.
- EK 2.3C3 Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.
- EK 2.3C4 Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.
- EK 2.3D1 Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.
- EK 2.3D2 Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.
- EK 2.3D3 The writer's own position, voice, and style should be supported but not overshadowed by textual evidence.

### **ENDURING UNDERSTANDING 2.4**

Writing a narrative allows a writer to convey experience, share perspective, or deepen their own understanding.

- EK 2.4A1 A narrator provides the lens through which a real or imagined story is told.
- EK 2.4A2 Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.
- EK 2.4A3 Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.

### **ENDURING UNDERSTANDING 3.1**

Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

- EK 3.1A1 A word's nuanced meaning is often dependent on the context in which it is used.
- EK 3.1A2 Words with similar denotations can have significantly different connotations.
- EK 3.1A3 A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
- EK 3.1B1 Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
- EK 3.1B2 Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.
- EK 3.1B3 Recognizing patterns in morphology can help readers see how words are related to one another.

- EK 3.1C1 Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.
- EK 3.1C2 A thesaurus can help a writer choose the most appropriate word for a particular usage.
- EK 3.1C3 Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

### **ENDURING UNDERSTANDING 3.2**

Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

- EK 3.2A1 Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.
- EK 3.2A2 Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.
- EK 3.2A3 Although writers may use repetition as a rhetorical strategy, redundancy should be avoided.
- EK 3.2B1 Varying sentence structures can maintain the reader’s interest, enhance voice, and contribute to fluency.
- EK 3.2B2 Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.
- EK 3.2B3 Linguistic diversity across dialects and registers contributes to the power and richness of language.

### **ENDURING UNDERSTANDING 3.3**

Conventions of Standard English are used to aid the reader’s understanding, and authors may use or defy these conventions to achieve different stylistic effects.

- EK 3.3A1 Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.
- EK 3.3A2 Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.
- EK 3.3A3 Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.
- EK 3.3B1 To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.
- EK 3.3B2 Inappropriate shifts in verb tense can disorient a reader.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.

### **ENDURING UNDERSTANDING 4.1**

Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.

- EK 4.1A1 Research can be formal or informal, sustained or on the spot.
- EK 4.1A2 Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.
- EK 4.1B1 Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).
- EK 4.1B2 Effective research requires integrating the findings of multiple sources accurately and strategically.
- EK 4.1C1 Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).
- EK 4.1C2 Source bias must be considered within the research process.

## **ENDURING UNDERSTANDING 4.2**

Research presentations and reports include new findings as well as a synthesis of the prior research of others.

- EK 4.2B1 Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).
- EK 4.2B2 It is important to distinguish the researcher's point of view from that of experts in the field.
- EK 4.2B3 Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.

## **ENDURING UNDERSTANDING 5.1**

Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

- EK 5.1A1 Preparing for academic conversations requires considering topics and/or texts and developing a point of view.
- EK 5.1A2 Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.
- EK 5.1A3 Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.
- EK 5.1B1 Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.
- EK 5.1B2 When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.

## **ENDURING UNDERSTANDING 5.2**

Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

- EK 5.2A1 The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.
- EK 5.2B1 Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.
- EK 5.2C1 Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message.
- EK 5.2C2 Audiences provide verbal and nonverbal cues, and effective speakers use those cues to adjust elements such as pacing, volume, and tone throughout a presentation.
- EK 5.2D1 A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.

### **Unit Essential Questions:**

- How do pivotal words and phrases shape meaning in poetry and drama?
- In what ways do performance choices influence the audience's understanding of a text?
- How do revision and reflection strengthen both writing and performance?
- What roles do language and structure play in interpreting poetry and plays?

### **Knowledge and Skills:**

*Students will know...*

- The defining characteristics of poetry, prose, and drama.
- How poets and playwrights use language, structure, and imagery to convey meaning.
- How to annotate texts for performance and delivery.  
Elements of effective performance: voice, tone, movement, and interpretation.

- How to construct analytical writing and performance reviews.

*Students will be able to...*

- Identify what distinguishes poetry from prose.
- Construct a found poem using purposeful word selection.
- Read and analyze personal, narrative, and spoken-word poems.
- Analyze a poet’s use of structure, imagery, sound, language choices, and prosody to achieve meaning and effect.
- Reflect on and revise writing with attention to word choice, structure, and style.
- Analyze and compare multiple drafts of a poem to evaluate revision decisions.
- Establish a precise claim and support it with relevant textual evidence.
- Plan and write multi-paragraph analytical essays and performance reviews.
- Select and incorporate convincing evidence from texts and performances.
- View dramatic scenes and analyze actors’ performance choices.
- Rehearse, perform, and interpret dramatic scenes, emphasizing tone, conflict, and character motivation.
- Write original asides and perform with deliberate vocal and visual delivery.
- Explain multiple ways to interpret and stage a dramatic scene.
- Reread and analyze the prologue to *Romeo and Juliet*, examining word choice and poetic structure.
- Define and apply the concepts of drama and tragedy.
- Annotate dramatic texts for vocal and visual cues to guide performance.
- Make inferences about characters based on textual evidence.
- Analyze soliloquies, monologues, and subtext to deepen character understanding.
- Explore symbols, imagery, and figurative language in dramatic texts.
- Use theatrical tools such as staging notebooks and acting companies to plan performances.
- Analyze character relationships, including protagonist/foil interactions, to understand conflict and theme.
- Create visual representations of a character’s thoughts, desires, actions, and obstacles.
- Plan performance interpretations that emphasize emotional impact and dramatic irony.
- Reflect on the writing and learning process and apply prior knowledge to new tasks.
- Analyze poetry for visual elements and global, personal, and societal connections.
- Integrate ideas from multiple texts to build vocabulary and understanding of themes like family and identity.
- Write analytical reviews that examine theme, diction, structure, and style in published poems.
- Create and revise original poetry using peer feedback.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Assess & Reflect – Learning Cycle 1:** Students revisit “The Fight” and analyze Montague’s use of pivotal words and phrases, reflecting on how specific language shapes meaning and tone.

- **Assess & Reflect – Learning Cycle 2:** Students write a performance review of a spoken-word poem or dramatic monologue, evaluating how delivery choices (vocal tone, pacing, gesture) enhance the text’s meaning and emotional impact.
- **Assess & Reflect – Learning Cycle 3:** Students reflect on their own performance of a *Romeo and Juliet* scene, analyzing how their acting decisions conveyed character motivation, tone, and subtext.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students’ ability to analyze the rhetorical impact of language and structure in a literary passage.
- **Performance Task – Pivotal Words and Phrases (Pre-AP Classroom):** Students analyze a literary excerpt, identifying and interpreting pivotal words and phrases that reveal character traits, shift tone, or build dramatic tension.
- **Embedded Assessment – *Romeo and Juliet* Scene Performance:** Students rehearse and perform an excerpt from *Romeo and Juliet*, incorporating purposeful vocal and visual delivery. Students are assessed on interpretation, emotional tone, collaboration, and use of performance cues drawn from close textual analysis.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Pre-AP Model Lessons: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and writing development
- Analyzing poems and dramatic texts using SpringBoard activities and Pre-AP model lessons.
- Writing original and found poems and revising them based on peer feedback.
- Studying and performing scenes from *Romeo and Juliet*, including planning, staging, and reflection.
- Using Staging Notebooks to annotate and interpret dramatic texts.
- Viewing and evaluating spoken-word and theatrical performances.
- Participating in collaborative performance groups (acting companies).
- Engaging in peer feedback, academic discussions, and evidence-based writing tasks.
- Reading and analysis of spoken-word poems, narrative poetry, and scenes from *Romeo and Juliet*

### Specific Readings:

- “What Happened During the Ice Storm”
- “The Fight” (AAH)
- “Lottery”
- “Tamara’s Opus” (AAH, LGBTQ/D)
- “Hamilton Mixtape”
- *Hamlet*
- *Romeo and Juliet*
- “We Wear the Mask” (AAH)
- “Harlem” (AAH)
- *A Raisin in the Sun* (AAH)
- *The Odyssey*
- “Philosophy and Popular Culture: A Philosopher Seeks Value in *The Simpsons*”

## ***RESOURCES***

### **Teacher Resources:**

- Pre-AP English 1 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 1 Instructional Planning Guide with Springboard
- SpringBoard English I Teacher Edition
- Quill.org and Vocabulary.com for supplemental practice
- Khan Academy videos (Elements of a Poem, Figurative Language, Citing Evidence)
- Video recordings of poetry slams and professional stage performances
- Staging Notebook templates
- Graphic organizers for analytical writing and performance reflection

*\*Note: Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

### **Equipment Needed:**

- Student devices
- Newline board for performance viewing
- Space for scene rehearsals and presentations

## *UNIT 3 OVERVIEW*

**Content Area:** Pre-AP English 1

**Unit Title:** Compelling Evidence (Essays and Arguments)

**Target Course/Grade Level:** 8

**Unit Summary:**

Beginning with personal essays and ending with arguments that use anecdotal and quantitative evidence to support their claims, students read a variety of texts that address the value of work for teenagers. In response to these texts, students have opportunities to write an original argument followed by an analytical essay on one of the arguments studied in class. Throughout the unit, there is an emphasis on distinguishing between what writers are claiming in their arguments and what they are doing as writers. Students deepen their study of compelling evidence and argumentative writing skills through targeted activities.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**Reading Informational:**

- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance,

including how they relate in terms of themes and significant concepts.

**Writing:**

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
  - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
  - C. Use transitions (e.g., words, phrases, clauses) 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.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. 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.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. 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.

### **Language:**

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. 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.
  - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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., analyze, analysis, analytical; advocate, advocacy).
  - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - D. 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, or its etymology.
  - E. 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.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. 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; how the language of a court opinion differs from that of a newspaper).

### **Speaking and Listening:**

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
  - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Pre-AP English 1 Learning Objectives:**

- LO 1.1A Analyze a wide range of texts for multiple meanings.
- LO 1.1B Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.
- LO 1.1C Use a repertoire of active reading strategies appropriate to the text and task.
- LO 1.2A Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.
- LO 1.2B Explain how the rhetorical features of an argument contribute to its effect and meaning.
- LO 1.4A Explain the relationship between a text and its historical or cultural context.
- LO 1.4B Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.
- LO 2.1A Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- LO 2.1B Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.

- LO 2.1C Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- LO 2.1D Reflect on the writing process and how it shapes one's ongoing development as a writer.
- LO 2.2A Assert a precise central claim.
- LO 2.2B Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.
- LO 2.2C Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.
- LO 2.2D Recognize and address counterclaims effectively.
- LO 2.3A Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- LO 2.3B Organize ideas and evidence to effectively develop and support a thesis.
- LO 2.3C Select and incorporate relevant and compelling evidence to support a thesis.
- LO 2.3D Use an appropriate style and carefully selected language to strengthen an analysis.
- LO 3.1A Use context clues to infer the meaning of multiple-meaning or unfamiliar words.
- LO 3.1B Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.
- LO 3.1C Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).
- LO 3.2A Compose or revise language to honor precision and economy in word choice.
- LO 3.2B Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.
- LO 3.3A Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- LO 3.3B Compose or revise language to ensure proper agreement and appropriate verb tense.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.
- LO 4.1A Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- LO 4.1B Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- LO 4.1C Determine the credibility, reliability, and relevancy of selected sources.
- LO 4.2A Make an independent claim that addresses the research question or problem and is supported by the findings.
- LO 4.2B Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- LO 4.2C Summarize, paraphrase, or directly quote others' words appropriately and effectively.
- LO 4.2D Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.
- LO 5.1A Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- LO 5.1B Cite relevant evidence and evaluate the evidence presented by others.
- LO 5.2A Determine the purpose for communication and select an appropriate format.
- LO 5.2B Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.
- LO 5.2C Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.
- LO 5.2D Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.2: Identify and explain multiple solutions to a problem based on how others have responded.
- 9.4.12.CT.3: Evaluate complex problems and use critical thinking strategies to develop solutions.
- 9.4.12.IML.7: Evaluate the information presented in different media and formats to solve a problem.
- 9.4.12.GCA.1: Collaborate with individuals of diverse backgrounds and perspectives to address challenges.
- 9.4.12.TL.4: Demonstrate effective use of a variety of digital tools and resources to produce and publish writing.

**Interdisciplinary Connections and Standards:****Social Studies:**

- 6.3.8.EconET.3: Use economic data to evaluate the costs and benefits of decisions.

**Mathematics:**

- 8.SP.A.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association.
- 8.SP.A.4: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies in a two-way table.

**Technology and Digital Literacy:**

- 9.4.12.IML.7: Evaluate the information presented in different media and formats to solve a problem.
- 9.4.12.TL.4: Demonstrate effective use of a variety of digital tools and resources to produce and publish writing.

**Unit Understandings:**

*Students will understand that...*

**ENDURING UNDERSTANDING 1.1**

Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

- EK 1.1A1 A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.
- EK 1.1A2 Critical reading requires reading both with and against the ideas presented in a text.
- EK 1.1A3 An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.

**ENDURING UNDERSTANDING 1.2**

Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.

- EK 1.2A1 An argument is developed through logical reasoning and supporting evidence.
- EK 1.2A2 Informational graphics can serve as a source of supporting evidence in an argument.
- EK 1.2A3 An argument often acknowledges and responds to a counterclaim.
- EK 1.2B1 An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.
- EK 1.2B2 Authors select organizational patterns (e.g., cause and effect, compare and contrast, refutation, problem-solution) to contribute to the effectiveness of their arguments.
- EK 1.2B3 The power of an argument's rhetoric can hinge upon effective word choice and syntax.

## **ENDURING UNDERSTANDING 1.4**

A text may be read in conversation with other texts or in the broader context in which it was written or read.

- EK 1.4A1 Texts often reflect or address the historical or cultural contexts in which they were written.
- EK 1.4A2 Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.
- EK 1.4A3 A reader's interpretation of a text may be shaped by their own experiences.
- EK 1.4B1 Texts may build on or challenge the ideas of previously written texts.
- EK 1.4B2 Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.

## **ENDURING UNDERSTANDING 2.1**

Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

- EK 2.1A1 Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.
- EK 2.1A2 The audience is the intended reader. Although teachers read student writing, they are not the sole audience.
- EK 2.1A3 Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.
- EK 2.1B1 There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).
- EK 2.1B2 An important part of the writing process is determining the most relevant and compelling ideas to pursue.
- EK 2.1B3 Writing facilitates thinking.
- EK 2.1C1 Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.
- EK 2.1C2 Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
- EK 2.1C3 Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle).
- EK 2.1C4 Decisions about medium, design, and format should be based on intended audience and purpose.
- EK 2.1D1 Metacognitive reflection (thinking about one's thinking) guides writers to identify the practices that work and do not work for them as writers.
- EK 2.1D2 A writer's identity develops over time and is shaped by many factors beyond grades (e.g., finding one's own voice, receiving and responding to feedback).

## **ENDURING UNDERSTANDING 2.2**

Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

- EK 2.2A1 A central claim expresses the writer's belief or point of view about a topic.
- EK 2.2A2 Academic writing requires engaging with the ideas of others while recognizing one's own opinions and biases.
- EK 2.2A3 There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience's opinions or actions.
- EK 2.2B1 An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience.
- EK 2.2B2 Reasoning is the glue that holds an argument together and connects ideas in a logical sequence.
- EK 2.2B3 Arguments often follow organizational patterns that a writer may emulate.

- EK 2.2C1 Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.
- EK 2.2C2 Evidence must be cited appropriately to acknowledge others' ideas.
- EK 2.2D1 Anticipating and acknowledging conflicting points of view can add credibility to an argument.
- EK 2.2D2 Addressing a counterclaim often includes providing compelling evidence to support and refute it.

### **ENDURING UNDERSTANDING 2.3**

Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

- EK 2.3A1 A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.
- EK 2.3A2 Many writers first develop a working thesis that may be replaced, revised, or tweaked during the writing process.
- EK 2.3A3 A well-written thesis statement acts as a lens through which the reader can interpret the analysis.
- EK 2.3B1 The presentation of textual evidence in an analysis does not necessarily mirror the chronology or order of the original text.
- EK 2.3B2 A writer should make explicit connections between evidence and thesis.
- EK 2.3C1 The nature of the evidence in a textual analysis will depend on the genre of the text.
- EK 2.3C2 Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.
- EK 2.3C3 Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.
- EK 2.3C4 Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.
- EK 2.3D1 Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.
- EK 2.3D2 Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.
- EK 2.3D3 The writer's own position, voice, and style should be supported but not overshadowed by textual evidence.

### **ENDURING UNDERSTANDING 3.1**

Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

- EK 3.1A1 A word's nuanced meaning is often dependent on the context in which it is used.
- EK 3.1A2 Words with similar denotations can have significantly different connotations.
- EK 3.1A3 A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
- EK 3.1B1 Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
- EK 3.1B2 Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.
- EK 3.1B3 Recognizing patterns in morphology can help readers see how words are related to one another.
- EK 3.1C1 Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.
- EK 3.1C2 A thesaurus can help a writer choose the most appropriate word for a particular usage.

- EK 3.1C3 Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

### **ENDURING UNDERSTANDING 3.2**

Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

- EK 3.2A1 Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.
- EK 3.2A2 Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.
- EK 3.2A3 Although writers may use repetition as a rhetorical strategy, redundancy should be avoided.
- EK 3.2B1 Varying sentence structures can maintain the reader’s interest, enhance voice, and contribute to fluency.
- EK 3.2B2 Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.
- EK 3.2B3 Linguistic diversity across dialects and registers contributes to the power and richness of language.

### **ENDURING UNDERSTANDING 3.3**

Conventions of Standard English are used to aid the reader’s understanding, and authors may use or defy these conventions to achieve different stylistic effects.

- EK 3.3A1 Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.
- EK 3.3A2 Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.
- EK 3.3A3 Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.
- EK 3.3B1 To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.
- EK 3.3B2 Inappropriate shifts in verb tense can disorient a reader.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.

### **ENDURING UNDERSTANDING 4.1**

Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.

- EK 4.1A1 Research can be formal or informal, sustained or on the spot.
- EK 4.1A2 Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.
- EK 4.1B1 Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).
- EK 4.1B2 Effective research requires integrating the findings of multiple sources accurately and strategically.
- EK 4.1C1 Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).
- EK 4.1C2 Source bias must be considered within the research process.

### **ENDURING UNDERSTANDING 4.2**

Research presentations and reports include new findings as well as a synthesis of the prior research of others.

- EK 4.2A1 A claim is the researcher’s own answer to the research question or problem, and it is grounded in credible evidence found during the process.

- EK 4.2B1 Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).
- EK 4.2B2 It is important to distinguish the researcher’s point of view from that of experts in the field.
- EK 4.2B3 Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.
- EK 4.2C1 Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.
- EK 4.2C2 Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.
- EK 4.2D1 Evidence must be cited appropriately to acknowledge others’ words and ideas.
- EK 4.2D2 Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews).
- EK 4.2D3 Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.

### **ENDURING UNDERSTANDING 5.1**

Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

- EK 5.1A1 Preparing for academic conversations requires considering topics and/or texts and developing a point of view.
- EK 5.1A2 Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.
- EK 5.1A3 Listening to others’ opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others’ ideas against one’s own position.
- EK 5.1B1 Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.
- EK 5.1B2 When considering positions presented by others, the listener should assess the soundness of others’ reasoning and the strength of evidence presented.

### **ENDURING UNDERSTANDING 5.2**

Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

- EK 5.2A1 The formality, length, and overall style of a presentation are influenced by the speaker’s subject and purpose, the audience’s background, and the occasion that prompted the presentation.
- EK 5.2B1 Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.
- EK 5.2C1 Effective speakers consider the audience’s likely reaction to the topic and develop a presentation that engages the audience without compromising the message.
- EK 5.2C2 Audiences provide verbal and nonverbal cues, and effective speakers use those cues to adjust elements such as pacing, volume, and tone throughout a presentation.
- EK 5.2D1 A speaker’s vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.

### **Unit Essential Questions:**

- How do writers craft effective arguments?
- What role do rhetorical strategies play in influencing an audience?
- How can evidence—both textual and visual—be used to support a claim?
- Why is it important to consider multiple perspectives when analyzing or developing an argument?
- How do we evaluate whether an argument is logical, fair, and persuasive?

## Knowledge and Skills:

*Students will know...*

- The structure and elements of autobiographical and argumentative texts
- The function of rhetorical devices and how they contribute to meaning and persuasion
- The difference between stated and implied claims and the role of supporting evidence
- How to analyze, interpret, and synthesize textual and visual (graphical) data
- The characteristics of effective analytical and argumentative writing
- Strategies for conducting credible research and citing sources
- Techniques for designing and delivering effective presentations

*Students will be able to...*

- Read closely and analyze autobiographical and argumentative texts.
- Analyze the structure and narrative techniques used in autobiographical essays.
- Explain how authors use narration to achieve specific rhetorical purposes.
- Identify and evaluate rhetorical devices (e.g., contrasts, repetition, diction, syntax) in texts and speeches.
- Explain how rhetorical features contribute to meaning, tone, and effectiveness.
- Identify stated and implied claims and supporting evidence.
- Analyze how two texts present different perspectives on a common theme or topic.
- Evaluate the development and organization of an argument, including introductions and conclusions.
- Analyze the effectiveness of counterarguments, concessions, and rebuttals.
- Examine arguments for logical fallacies and rhetorical manipulation.
- Understand how visual and graphic features (e.g., charts, graphs, images) contribute to or support an argument.
- Interpret data from various types of graphs and synthesize findings across visuals.
- Generate topic sentences and claims that guide analytical or argumentative writing.
- Select, organize, and cite relevant textual evidence and reasoning.
- Plan, draft, and revise analytical and argumentative essays with attention to purpose, organization, and language choices.
- Use outlines or graphic organizers to structure arguments effectively.
- Respond to peer feedback and revise writing to improve clarity and coherence.
- Edit peer writing for organization, style, and evidence-based reasoning.
- Conduct brief and extended research using credible and relevant sources.  
Generate focused research questions and gather evidence from multiple sources.
- Determine when to quote, paraphrase, or summarize information.
- Evaluate the reliability and bias of source material.
- Synthesize information to support an argument or develop an informed perspective.
- Brainstorm and organize ideas, visual aids, and multimedia components for a research-based presentation.
- Practice and refine oral presentation skills (e.g., voice, pacing, body language, clarity).
- Rehearse and deliver a presentation tailored to a specific audience and purpose.
- Give and receive peer feedback to improve presentation content and delivery.
- Evaluate peer presentations based on established criteria (content, visuals, delivery).

## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Assess & Reflect – Learning Cycle 1:** Students compose an imagined dialogue between Morrison and Adkinson to demonstrate their ability to analyze and compare differing perspectives on a shared theme.
- **Assess & Reflect – Learning Cycle 2:** Students apply *descriptive outlining* to evaluate the structure, coherence, and rhetorical effectiveness of their own argumentative writing.
- **Assess & Reflect – Learning Cycle 3:** Students interpret labor market graphs and synthesize data to generate relevant claims and potential arguments supported by visual evidence.
- **Embedded Assessment 1:** Write a well-structured argumentative essay evaluating the value of a college education, integrating relevant evidence, reasoning, and rhetorical strategies.
- **Performance Task (Pre-AP Classroom):** Analyze the development of an argument in a nonfiction text, assessing the effectiveness of rhetorical features, counterclaims, and supporting evidence.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students’ ability to read closely, identify rhetorical strategies, and compose a text-based analytical response.
- **Embedded Assessment 2 – Researching and Presenting a Career:** Students research a career path of interest, synthesize information from credible sources, and deliver a 5-minute oral presentation using visual or multimedia supports. Presentations will be assessed for clarity, organization, source integration, and delivery effectiveness.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Pre-AP Model Lessons: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and writing development
- Close reading and annotation of autobiographical and argumentative texts to analyze structure, rhetorical choices, and development of claims.
- Paired text analysis to compare how different authors convey perspectives on shared themes using rhetorical and narrative strategies.
- Socratic Seminars, debates, and structured peer discussions to explore argument effectiveness, rhetorical appeals, and counterarguments.
- Mini-lessons and modeling focused on rhetorical devices, logical fallacies, text structure, and effective evidence integration.
- Data analysis activities including interpretation of graphs, charts, and infographics to support written and spoken arguments.  
Use of graphic organizers and planning tools to structure analytical and argumentative essays with attention to purpose and audience.

- Collaborative peer workshops for feedback, revision, and editing of writing drafts to strengthen organization, clarity, and rhetorical effectiveness.
- Research skill-building sessions to support question generation, source evaluation, synthesis of evidence, and citation practices.
- Oral presentation rehearsals with opportunities to design multimedia components, practice delivery techniques, and receive peer feedback.
- Thematic vocabulary instruction embedded in reading, writing, and discussion to build academic language and deepen comprehension.

### Specific Readings:

- “The Work You Do, the Person You Are”
- “Drowning in Dishes, but Finding a Home”
- “What to Do with the Kids This Summer? Put ‘Em to Work.”
- “The Decline of the American Teenager’s Summer Job”
- “Teenagers Have Stopped Getting Summer Jobs—Why?”
- Commencement Speeches from Steve Jobs, Neil Gaiman, Bill Nye, JK Rowling, David Foster Wallace, Tom Hanks
- Reagan’s Challenger Speech, Bush’s 9/11 Speech, Obama’s Remarks on Trayvon Martin (AAH)
- “How One Stupid Tweet Blew Up Justine Sacco’s Life” by Jon Ronson (*New York Times Magazine*. 12 Feb 2015)
- “Justine Sacco is Good at Her Job, and How I Came To Peace With Her” by Sam Biddle (*Gawker*. 20 Dec 2014)
- “On the Duty of Civil Disobedience”
- “Letter from Birmingham Jail” (AAH)
- “#ImWithKap: How Colin Kaepernick dominated Super Bowl conversations without taking the field” by Allyson Chiu (*Washington Post*. 4 Feb 2019) (AAH)
- “An open letter from American military veterans in support of Colin Kaepernick” by Rhiannon Walker (*The Undefeated*. 2 Sept 2016) (AAH)

## RESOURCES

### Teacher Resources:

- Pre-AP English 1 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 1 Instructional Planning Guide with Springboard
- SpringBoard English I Teacher Edition
- Quill.org and Vocabulary.com for supplemental practice
- Khan Academy videos (Argument and Rhetoric Modules)
- NoRedInk for grammar, usage, and vocabulary development
- Sample speeches, op-eds, editorials, and infographics for modeling
- Graphic organizers for claim development, counterarguments, and rhetorical analysis

*\*Note: Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

**Equipment Needed:**

- Student devices
- Newline board for sample texts and performance modeling

## *UNIT 4 OVERVIEW*

**Content Area:** Pre-AP English 1

**Unit Title:** Powerful Openings (Openings of Novels)

**Target Course/Grade Level:** 8

**Unit Summary:**

In this final unit, students encounter the openings of several novels and gain an appreciation for the captivating ways writers lure their readers in, one line at a time. Earlier in the year, students became attuned to interpreting telling details and pivotal words and phrases in the context of multiple literary genres; in this unit, they will apply those same lessons as they explore how novelists introduce settings and characters through a variety of unique narrative voices. They will analyze how telling details, captivating language, and pivotal words and phrases come together to create a compelling narrative.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**Reading Literature:**

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material (historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

## Writing:

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
  - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
  - C. Use transitions (e.g., words, phrases, clauses) 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.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback

and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- W.WR.9–10.5. 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.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. 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.

### **Language:**

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. 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.
  - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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., analyze, analysis, analytical; advocate, advocacy).
  - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - D. 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, or its etymology.
  - E. 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.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
  - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- B. Analyze nuances in the meaning of words with similar denotations.
- C. 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; how the language of a court opinion differs from that of a newspaper).

**Speaking and Listening:**

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
  - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Pre-AP English 1 Learning Objectives:**

- LO 1.1A Analyze a wide range of texts for multiple meanings.
- LO 1.1B Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.
- LO 1.1C Use a repertoire of active reading strategies appropriate to the text and task.
- LO 1.4A Explain the relationship between a text and its historical or cultural context.
- LO 2.1A Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.
- LO 2.1B Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- LO 2.1C Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- LO 2.1D Reflect on the writing process and how it shapes one’s ongoing development as a writer.
- LO 2.2A Assert a precise central claim.
- LO 2.2B Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.

- LO 2.2C Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.
- LO 2.2E Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.
- LO 2.3A Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- LO 2.3B Organize ideas and evidence to effectively develop and support a thesis.
- LO 2.3C Select and incorporate relevant and compelling evidence to support a thesis.
- LO 2.3D Use an appropriate style and carefully selected language to strengthen an analysis.
- LO 2.4A Establish a narrative point of view.
- LO 2.4C Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.
- LO 3.1A Use context clues to infer the meaning of multiple-meaning or unfamiliar words.
- LO 3.1B Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.
- LO 3.1C Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).
- LO 3.2A Compose or revise language to honor precision and economy in word choice.
- LO 3.2B Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.
- LO 3.3A Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- LO 3.3B Compose or revise language to ensure proper agreement and appropriate verb tense.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.
- LO 4.1A Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- LO 4.1B Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- LO 4.2A Make an independent claim that addresses the research question or problem and is supported by the findings.
- LO 4.2B Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- LO 4.2C Summarize, paraphrase, or directly quote others' words appropriately and effectively.
- LO 5.1A Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- LO 5.1B Cite relevant evidence and evaluate the evidence presented by others.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1: Demonstrate ability to reflect, analyze, and draw conclusions.
- 9.4.12.IML.7: Evaluate the credibility and relevance of sources.
- 9.4.12.TL.4: Collaborate using a variety of digital tools.
- 9.4.12.GCA.1: Demonstrate openness to diverse perspectives and apply them to collaborative problem-solving.

#### **Interdisciplinary Connections and Standards:**

##### **Social Studies:**

- 6.2.8.HistoryCC.4.g: Analyze how the Industrial Revolution influenced urbanization, social reform movements, and the roles of women and children.

- 6.1.8.HistoryUP.3.c: Use evidence to evaluate the role of culture, ethnicity, race, and gender in shaping the experiences of diverse groups.

**Media Studies/Visual Literacy:**

- 9.4.12.IML.6: Identify subtle and overt messages based on the method of communication.

**Technology:**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it useful for a specific purpose.

**Unit Understandings:**

*Students will understand that...*

**ENDURING UNDERSTANDING 1.1**

Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

- EK 1.1A1 A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.
- EK 1.1A2 Critical reading requires reading both with and against the ideas presented in a text.
- EK 1.1A3 An author’s purpose may not be stated explicitly and in such cases must be inferred based on textual observations.

**ENDURING UNDERSTANDING 1.4**

A text may be read in conversation with other texts or in the broader context in which it was written or read.

- EK 1.4A1 Texts often reflect or address the historical or cultural contexts in which they were written.
- EK 1.4A2 Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.
- EK 1.4A3 A reader’s interpretation of a text may be shaped by their own experiences.

**ENDURING UNDERSTANDING 2.1**

Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

- EK 2.1A1 Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.
- EK 2.1A2 The audience is the intended reader. Although teachers read student writing, they are not the sole audience.
- EK 2.1A3 Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.
- EK 2.1B1 There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).
- EK 2.1B2 An important part of the writing process is determining the most relevant and compelling ideas to pursue.
- EK 2.1B3 Writing facilitates thinking.
- EK 2.1C1 Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.
- EK 2.1C2 Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
- EK 2.1C3 Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle).

- EK 2.1C4 Decisions about medium, design, and format should be based on intended audience and purpose.
- EK 2.1D1 Metacognitive reflection (thinking about one’s thinking) guides writers to identify the practices that work and do not work for them as writers.
- EK 2.1D2 A writer’s identity develops over time and is shaped by many factors beyond grades (e.g., finding one’s own voice, receiving and responding to feedback).

### **ENDURING UNDERSTANDING 2.2**

Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

- EK 2.2A1 A central claim expresses the writer’s belief or point of view about a topic.
- EK 2.2A2 Academic writing requires engaging with the ideas of others while recognizing one’s own opinions and biases.
- EK 2.2A3 There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience’s opinions or actions.
- EK 2.2B1 An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience.
- EK 2.2B2 Reasoning is the glue that holds an argument together and connects ideas in a logical sequence.
- EK 2.2B3 Arguments often follow organizational patterns that a writer may emulate.
- EK 2.2C1 Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others’ ideas.
- EK 2.2C2 Evidence must be cited appropriately to acknowledge others’ ideas.
- EK 2.2E1 Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument.
- EK 2.2E2 Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.
- EK 2.2E3 Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer’s position.

### **ENDURING UNDERSTANDING 2.3**

Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

- EK 2.3A1 A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.
- EK 2.3A2 Many writers first develop a working thesis that may be replaced, revised, or tweaked during the writing process.
- EK 2.3A3 A well-written thesis statement acts as a lens through which the reader can interpret the analysis.
- EK 2.3B1 The presentation of textual evidence in an analysis does not necessarily mirror the chronology or order of the original text.
- EK 2.3B2 A writer should make explicit connections between evidence and thesis.
- EK 2.3C1 The nature of the evidence in a textual analysis will depend on the genre of the text.
- EK 2.3C2 Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.
- EK 2.3C3 Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.
- EK 2.3C4 Citations distinguish the writer’s ideas and words from those of the work being analyzed and from those of additional sources.
- EK 2.3D1 Precise word choice and sentence variety can focus the reader’s attention, convey an intended tone, and present a convincing analysis.

- EK 2.3D2 Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.
- EK 2.3D3 The writer’s own position, voice, and style should be supported but not overshadowed by textual evidence.

#### **ENDURING UNDERSTANDING 2.4**

Writing a narrative allows a writer to convey experience, share perspective, or deepen their own understanding.

- EK 2.4A1 A narrator provides the lens through which a real or imagined story is told.
- EK 2.4A2 Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.
- EK 2.4A3 Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.
- EK 2.4C1 Vivid descriptions, imagery, and figurative language draw the reader into the narrative.
- EK 2.4C2 Writers can use language to directly or indirectly indicate shifts in time and setting.
- EK 2.4C3 Word choice helps convey a particular voice with its own syntax, diction, and tone.

#### **ENDURING UNDERSTANDING 3.1**

Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

- EK 3.1A1 A word’s nuanced meaning is often dependent on the context in which it is used.
- EK 3.1A2 Words with similar denotations can have significantly different connotations.
- EK 3.1A3 A word’s literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
- EK 3.1B1 Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
- EK 3.1B2 Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader’s understanding of a word’s part of speech.
- EK 3.1B3 Recognizing patterns in morphology can help readers see how words are related to one another.
- EK 3.1C1 Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.
- EK 3.1C2 A thesaurus can help a writer choose the most appropriate word for a particular usage.
- EK 3.1C3 Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

#### **ENDURING UNDERSTANDING 3.2**

Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

- EK 3.2A1 Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.
- EK 3.2A2 Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.
- EK 3.2A3 Although writers may use repetition as a rhetorical strategy, redundancy should be avoided.
- EK 3.2B1 Varying sentence structures can maintain the reader’s interest, enhance voice, and contribute to fluency.
- EK 3.2B2 Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.
- EK 3.2B3 Linguistic diversity across dialects and registers contributes to the power and richness of language.

#### **ENDURING UNDERSTANDING 3.3**

Conventions of Standard English are used to aid the reader’s understanding, and authors may use or defy these conventions to achieve different stylistic effects.

- EK 3.3A1 Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.
- EK 3.3A2 Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.
- EK 3.3A3 Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.
- EK 3.3B1 To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.
- EK 3.3B2 Inappropriate shifts in verb tense can disorient a reader.
- LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.

#### **ENDURING UNDERSTANDING 4.1**

Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.

- EK 4.1A1 Research can be formal or informal, sustained or on the spot.
- EK 4.1A2 Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.
- EK 4.1B1 Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).
- EK 4.1B2 Effective research requires integrating the findings of multiple sources accurately and strategically.

#### **ENDURING UNDERSTANDING 4.2**

Research presentations and reports include new findings as well as a synthesis of the prior research of others.

- EK 4.2A1 A claim is the researcher’s own answer to the research question or problem, and it is grounded in credible evidence found during the process.
- EK 4.2B1 Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).
- EK 4.2B2 It is important to distinguish the researcher’s point of view from that of experts in the field.
- EK 4.2B3 Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.
- EK 4.2C1 Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.
- EK 4.2C2 Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.

#### **ENDURING UNDERSTANDING 5.1**

Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

- EK 5.1A1 Preparing for academic conversations requires considering topics and/or texts and developing a point of view.
- EK 5.1A2 Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.
- EK 5.1A3 Listening to others’ opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others’ ideas against one’s own position.
- EK 5.1B1 Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.

- EK 5.1B2 When considering positions presented by others, the listener should assess the soundness of others’ reasoning and the strength of evidence presented.

**Unit Essential Questions:**

- How do authors use setting and perspective to shape characters and themes?
- In what ways do language and structure influence meaning in a novel?
- How do readers use literary elements and rhetorical strategies to uncover deeper meanings?
- What connections can be drawn between a novel’s historical context and its themes?

**Knowledge and Skills:**

*Students will know...*

- Key literary elements: setting, conflict, tone, mood, motif, subplot, perspective.
- Methods for analyzing point of view and character development.
- Strategies for identifying theme through details and structure.
- Techniques for integrating textual evidence in writing.

*Students will be able to...*

- Read closely and annotate the opening of a novel to analyze narrative structure, setting, and character development.
- Identify and interpret telling details that establish setting, historical context, and character traits.
- Explain the function of narrative point of view, including first-person and omniscient perspectives.
- Analyze the relationship between characters and setting.
- Analyze how literary elements (e.g., motif, subplot, conflict, tone, mood, diction) develop theme and meaning.
- Evaluate how an author’s language choices create mood, voice, and tone.
- Make inferences, draw conclusions, and support analysis with textual evidence.
- Identify and analyze both explicit and implicit meanings in literary texts.
- Use various levels of questioning to identify and explore themes.
- Interpret an author’s purpose and explain how literary elements support it.
- Develop thematic and interpretive statements about literary texts.
- Plan and write analytical and literary essays with clear thesis statements, topic sentences, and logical organization.
- Create outlines to support essay structure and organization.
- Select and organize relevant textual evidence, integrating direct quotations smoothly and effectively.
- Write concluding paragraphs that synthesize analysis and reinforce central ideas.
- Reflect on the writing process and revise for clarity, cohesion, and purpose.
- Engage in academic conversations citing and evaluating textual evidence.
- Collaborate with peers to discuss themes, character development, and authorial choices.
- Present analytical ideas clearly through discussion, visual representations (e.g., character profile posters), or group activities.
- Conduct brief, focused research to determine word meanings, themes, and historical or cultural context.  
Analyze primary and secondary sources to understand a text’s historical, social, or political background.

- Interpret visual and media techniques used in film and speeches to introduce setting, characters, and themes.
- Recognize and analyze rhetorical appeals (ethos, pathos, logos) in speeches and key scenes.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Assess & Reflect – Learning Cycle 1:** Students analyze the opening of *All the Light We Cannot See*, composing a short paragraph that explains how telling details and pivotal words and phrases establish the setting and historical context of the novel.
- **Assess & Reflect – Learning Cycle 2:** Students compose an analytical paragraph focusing on characterization in the opening chapter of *All the Light We Cannot See*, using textual evidence to examine how the author introduces either Marie-Laure or Werner and their relationship to setting and conflict.
- **Assess & Reflect – Learning Cycle 3:** Students interpret a series of graphs from the U.S. Department of Labor and write a clear analytical statement identifying a trend or conclusion. They generate potential arguments the data could support, bridging literary and informational analysis.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students’ ability to read a literary passage closely and analyze how an author uses setting, perspective, and telling details to develop character and theme.
- **Performance Task – Writing a Literary Analysis Essay (Pre-AP Classroom):** Students read a previously unseen short story and write a literary analysis essay focused on how the author uses specific literary elements—such as setting, character, and narrative perspective—to convey theme.
- **Embedded Assessment – Literary Analysis of *All the Light We Cannot See*:** Students write a full literary analysis essay exploring how key literary elements (e.g., characterization, setting, conflict, perspective) contribute to a central theme in *All the Light We Cannot See*. Essays are assessed for clarity of thesis, integration of textual evidence, and depth of analysis.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Pre-AP Model Lessons: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and writing development
- Close reading and annotation of novel excerpts and speeches.
- Graphic organizers for literary and thematic analysis.
- Peer discussion protocols, Socratic seminars, and group tasks.
- Film clips and rhetorical analysis of speeches.

- Visual representations of character and setting.  
Mini-lessons on tone, diction, narrative perspective, and theme.
- Vocabulary-building activities tied to context.
- Writing workshops for analytical paragraphs and essays.
- Collaboration on character posters and presentations.

**Specific Readings:**

- “The Sound and the Fury”
- *1984*
- *The Night Circus*
- *Out of My Mind* (LGBTQ/D)
- *Fahrenheit 451*
- *All the Light We Cannot See* (HG)
- *The Girl Who Fell from the Sky* (LGBTQ/D)
- *To Kill a Mockingbird* (AAH)
- *How to Read Literature Like a Professor* by Thomas C. Foster
- Student Choice Novel Study/Literature Circles
  - *Life of Pi*
  - *Extremely Loud and Incredibly Close* (LGBTQ/D)
  - *The Glass Castle* (LGBTQ/D)
  - *Peace Like a River*
  - *The Alchemist*
  - *Everything I Never Told You* (AAPI)

## *RESOURCES*

**Teacher Resources:**

- Pre-AP English 1 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 1 Instructional Planning Guide with Springboard
- SpringBoard English I Teacher Edition
- Quill.org and Vocabulary.com for supplemental practice
- Khan Academy (Narrative Structure and Literary Elements modules)
- NoRedInk for grammar and sentence structure
- Graphic organizers for characterization, theme, and essay planning
- Sample primary and secondary sources, speeches, and visuals for analysis

*\*Note: Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

**Equipment Needed:**

- Student devices
- Newline board for film/speech clips