# High School English Language Arts 1 Curriculum

**Course Description:** English Language Arts 1 both develops and deepens student skills in English Language Arts and serves as a foundation course for ELA 2. As the beginning course in the English Language Arts curriculum for college and career readiness, this course promotes rigorous study in the areas of reading, writing, speaking, listening, and critical thinking. Skills and concepts taught in this course will help students use language purposefully as they comprehend, construct, and convey meaning in all other English Language Arts courses.

**Scope and Sequence:**

| Timeframe | Unit | Instructional Topics |
|---|---|---|
| 3 Weeks | Themes | Topic 1: Introduction to Theme<br>Topic 2: Themes Across Genres<br>Topic 3: Writing |
| 4 Weeks | Analyzing Fiction and Literature | Topic 1: Author's Craft<br>Topic 2: Literary Fundamentals<br>Topic 3: Literature in all its Forms<br>Topic 4: Writing about Literature |
| 4 Weeks | Analyze Informational Text | Topic 1: Informational Citizenship<br>Topic 2: What is Nonfiction<br>Topic 3: Craft of the Author |
| 4 Weeks | World Literature | Topic 1: Defining Culture<br>Topic 2: Culture in Genres<br>Topic 3: Culturally Influenced Writing |
| 3 Weeks | Multi Genre | Topic 1: Theme Identification<br>Topic 2: Craft and Genre Review<br>Topic 3: Synthesis of Texts and Writing |

# Curriculum Revisions Tracking

**Spring 2022**
Unit 1:
- Revised Priority standards to align with DESE Priority Standards
- Revised unit from five weeks to four weeks

Unit 2:
- Revised unit from five weeks to four weeks
- Revised Enduring Understanding/Big Ideas
- Revised Priority Standards to align with DESE Priority Standards

Unit 3:
- Revised Priority Standards to align with DESE Priority Standards

Unit 4
- Changed title from Multicultural to World Literature
- Revised Priority Standards to align with DESE Priority Standards

Unit 5:
- Multi-Genre was added to include additional DESE priority standards

# Unit 1: Themes

**Subject**: ELA 1
**Grade**: 9
**Name of Unit**: Theme
**Length of Unit**: 3 Weeks
**Overview of Unit**: Literary terms, Figurative language. The speaking and listening standards are highlighted in this unit and supported throughout the remainder of the course/term.

**Priority Standards for unit**:
- DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- DESE.R2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.R1.3.B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.W.3.A.b.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.RL.1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- DESE.W.3.A.b.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

**Supporting Standards for unit**:
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| two or more themes in a text, their development throughout the text | Determine | Analyze | 3 |
| two or more themes in a text, and their development throughout the text | Analyze | Analyze | 3 |
| the themes to life experiences | Relate | Analyze | 3 |
| an objective and concise summary of the text | Provide | Understand | 2 |
| how complex characters develop over the course of a text to advance the plot and develop the theme | Analyze | Analyze | 3 |
| by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | Draw, Infer, Analyze | Apply, Analyze | 2, 3 |
| clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience | Produce | Create | 3 |

**Essential Questions**:

1. What makes a good theme?
2. How do I determine the theme of a text?
3. Why do I determine themes in literature?

**Enduring Understanding/Big Ideas**:

1. Themes are important because they allow us to relate the piece of literature to our world and expand our understanding of the text.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| <ul><li>Cite</li><li>Compare/Contrast</li><li>Genre</li><li>Textual Evidence</li></ul> | <ul><li>Connotation</li><li>Direct Characterization</li><li>Indirect Characterization</li><li>Mood</li><li>Subject</li><li>Theme</li><li>Thesis</li><li>Tone</li></ul> |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: Introduction to Theme

**Engaging Experience 1**
**Title:** What makes a good theme/Differentiating between subject and theme?
**Suggested Length of Time:** 2-4 Days
**Standards Addressed**

*Priority:*
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions:** The teacher will provide the class an anchor text (short story, segment of a novel). Before students read, the teacher will give them the purpose to read answering the following question: what is the subject in the text? After students finish reading, the teacher will facilitate a discussion outlining all the subjects within the text. The teacher will then ask students how the author addresses the subject and how does the author feel about the subject? These responses can be the same but not necessarily. An extension to this activity could be tying in mood and tone of the text (the following experience defines these concepts further).

The teacher will have students summarize how students defined the subject and author's feelings. Then the discussion will lead into defining the subject with one word as a topic. Then the teacher will facilitate the theme of the text. The theme should address the whole piece of literature, not be clichéd as well as a complete sentence. Finally, students will compare and contrast the differences between the newly defined theme and subject.

The teacher can repeat this activity with different pieces of texts as many times as needed for the class to fully comprehend the concept. This activity may need to be revisited throughout the course/term.

**Bloom's Levels:** Apply, Analyze
**Webb's DOK:** 2, 3

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**Engaging Experience 2**
**Title:** Literary Vocabulary
**Suggested Length of Time:** 1-2 Days
**Standards Addressed**
> *Priority:*
>> ● DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
>
> *Supporting:*
>> ● DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
>> ● DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Detailed Description/Instructions:** After students identify a theme based on the subject of an anchor text, the teacher will ask students to explain the process used to determine the theme. The teacher will then instruct students on how to use different techniques to determine theme.

The teacher will define vocabulary words for students such as mood, tone, connotation, etc., then explain how each of these can be used to determine theme. For example, the connotation for a word contributes to the author's tone of the piece, which directly lends itself to the theme.

**Bloom's Levels:** Analyze
**Webb's DOK:** 3

**Engaging Experience 3**
**Title:** Character Analysis
**Suggested Length of Time:** 2-4 Days
**Standards Addressed**
  *Priority:*
  ● DESE.R2.D.9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
  *Supporting:*
  ● DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
  ● DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
  ● TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

**Detailed Description/Instructions:** The teacher will instruct the students on how to determine the author's use of Direct Characterization and Indirect Characterization. The teacher may use the **STEAL** acronym to teach Indirect Characterization (**S**peech, **T**houghts, **E**ffect on others, **A**ctions, **L**ooks). The teacher will explain to students how the author's use of characterization directly relates to the theme of the text.

**Bloom's Levels:** Analyze
**Webb's DOK:** 3

# Topic 2: Themes Across Genres

**Engaging Experience 1**
**Title:** Comparing themes in multiple genres
**Suggested Length of Time:** 2-4 Days
**Standards Addressed**

*Priority:*
- DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Detailed Description/Instructions:** Using the workshop model, the teacher will select different genres of texts for students to read. The students will determine the theme of the texts using the skills learned in the previous days. Once a theme is determined for each of the texts, the students will compare and contrast the authors' choices.

**Bloom's Levels:** Apply, Analyze
**Webb's DOK:** 2, 3

<u>**Engaging Experience 2**</u>
**Title:** Relating to Themes
**Suggested Length of Time:** 1 Day
**Standards Addressed**

*Priority:*
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

**Detailed Description/Instructions:** After students have determined the themes of their different pieces, they will relate the themes back to themselves, other texts, and the world (text-to-self, text-to-text, text-to-world). Students will provide examples of other texts (books, movies, TV shows, songs etc.) with the same or similar themes and compare the approach of the author, director, characters, etc.

**Bloom's Levels:** Analyze
**Webb's DOK:** 3

## Topic 3: Writing

**Engaging Experience 1**
**Title:** What is a thesis?
**Suggested Length of Time:** 1 Day
**Standards Addressed**

*Priority:*
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

*Supporting:*
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Detailed Description/Instructions:** The teacher will instruct students on what a thesis statement is. He/she will provide examples of good thesis statements, explaining the different parts (subject, opinion, and reasoning). Then students will be given the task of writing a thesis statement in support of their determined theme. The teacher could bring in individual readings that students are working through the workshop model into this lesson. Teachers can have students examine an assigned piece of literature or students can choose their own piece of literature.

**Bloom's Levels**: Created
**Webb's DOK**: 3

**Engaging Experience 2**
**Title:** Textual Evidence
**Suggested Length of Time:** 1-2 Days
**Standards Addressed**
> *Priority:*
> > ● DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

> *Supporting:*
> > ● DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Detailed Description/Instructions:** Once teachers have assigned a piece of text or students have chosen their own and determined a theme, students will then identify parts of the text that can be used as textual evidence to support the theme. The teacher will instruct students on how to seamlessly include textual evidence in their writing modeling the process and providing templates.
**Bloom's Levels**: Create
**Webb's DOK**: 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The culminating piece for Unit 1: Theme will be a theme paper. Students will go through the writing process in order to create a final product that is a well-thought out essay. The essay will include an introduction with a thesis statement, a body, and a conclusion. The body of the essay will include textual evidence in support of their thesis statement that defends their determined theme.

| Summary of Engaging Learning Experiences for Topics | | | |
|---|---|---|---|
| **Topic** | **Engaging Experience Title** | **Description** | **Suggested Length of Time** |
| Introduction to Theme | What makes a good theme/Differentiating between subject and theme | The teacher will provide the class an anchor text (short story, segment of a novel). Before students read, the teacher will give them the purpose to read answering the following question: what is the subject in the text? After students finish reading, the teacher will facilitate a discussion outlining all the subjects within the text. The teacher will then ask students how the author addresses the subject and how does the author feel about the subject? These responses can be the same but not necessarily. An extension to this activity could be tying in mood and tone of the text (the following experience defines these concepts further). The teacher will have students summarize how students defined the subject and author's feelings. Then the discussion will lead into defining the subject with one word as a topic. Then the teacher will facilitate the theme of the text. The theme should address the whole piece of literature, not be clichéd as well as a complete sentence. Finally, students will compare and contrast the differences between the newly defined theme and subject. The teacher can repeat this activity with different pieces of texts as many times as needed for the class to fully comprehend the concept. This activity may need to be revisited throughout the course/term. | 2-4 Days |

| Introduction to Theme | Literary Vocabulary | After students identify a theme based on the subject of an anchor text, the teacher will ask students to explain the process used to determine the theme. The teacher will then instruct students on how to use different techniques to determine theme.<br>The teacher will define vocabulary words for students such as mood, tone, connotation, etc., then explain how each of these can be used to determine theme. For example, the connotation for a word contributes to the author's tone of the piece, which directly lends itself to the theme. | 1-2 Days |
|---|---|---|---|
| Introduction to Theme | Character Analysis | The teacher will instruct the students on how to determine the author's use of Direct Characterization and Indirect Characterization. The teacher may use the **STEAL** acronym to teach Indirect Characterization (**S**peech, **T**houghts, **E**ffect on others, **A**ctions, **L**ooks). The teacher will explain to students how the author's use of characterization directly relates to the theme of the text. | 2-4 Days |
| Themes Across Genre | Comparing themes in multiple genres | Using the workshop model, the teacher will select different genres of texts for students to read. The students will determine the theme of the texts using the skills learned in the previous days. Once a theme is determined for each of the texts, the students will compare and contrast the authors' choices. | 2-4 Days |
| Themes Across Genre | Relating to Themes | After students have determined the themes of their different pieces, they will relate the themes back to themselves, other texts, and the world (text-to-self, text-to-text, text-to-world). Students will provide examples of other texts (books, movies, TV shows, songs etc.) with the same or similar themes and compare the approach of the author, director, characters, etc. | 1 Day |

| Writing | What is a thesis? | The teacher will instruct students on what a thesis statement is. He/she will provide examples of good thesis statements, explaining the different parts (subject, opinion, and reasoning). Then students will be given the task of writing a thesis statement in support of their determined theme. The teacher could bring in individual readings that students are working through the workshop model into this lesson. Teachers can have students examine an assigned piece of literature or students can choose their own piece of literature. | 1 Day |
|---|---|---|---|
| Writing | Textual Evidence | Once teachers have assigned a piece of text or students have chosen their own and determined a theme, students will then identify parts of the text that can be used as textual evidence to support the theme. The teacher will instruct students on how to seamlessly include textual evidence in their writing modeling the process and providing templates. | 1-2 Days |

# Unit 2: Analyzing Fiction and Literature

**Subject**: ELA 1
**Grade**: 9
**Name of Unit**: Analyzing Fiction and Literature
**Length of Unit**: 4 Weeks
**Overview of Unit**: Speaking and listening standards, outlined as supporting standards, are used in teaching strategies such as Socratic seminar, etc.

**Priority Standards for unit**:

- DESE.R2.A.9-10 Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- DESE.RL.2B.9-10 Analyze how points of view are reflected in the characters, setting, and plot.
- DESE.RL.2C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- DESE.RL.2A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- DESE.R1.1.A.9-10 Draw conclusion, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- DESE.W.3.A.b.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.RL.1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Supporting Standards for unit**:
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| how an author's choices concerning how to structure a text or sequence information impacts the reader | Analyze | Analyze | 3 |
| literature, including stories, dramas and poems, independently and proficiently | Read and Comprehend | Understand | 2 |
| how points of view is reflected in the characters, setting, and plot | Analyze | Analyze | 3 |

| | | | |
|---|---|---|---|
| the cumulative impact of specific word choices and syntax on meaning and tone | Analyze | Analyze | 3 |
| appropriate text | Using | Using | 2 |
| two or more themes in a text | Determine | Identify | 2 |
| their development throughout the text, and relate the themes to life experiences | Analyze | Analyze | 3 |
| an objective and concise summary of the text | Provide | Summarize | 2 |

**Essential Questions**:

1. Why do authors use literary concepts in fiction and literature?
2. How do the structure and syntax of a piece of literature affect our understanding of the piece?
3. How do I increase my understanding of a piece of fictional text?

**Enduring Understanding/Big Ideas**:

1. Authors include literary concepts in their writing as a means to enhance drama and suspense, express creativity, and enhance voice.
2. Structure and syntax allow us to determine the author's tone and guide the pace of reading.
3. To increase understanding of a piece of text, read a variety of different texts then connect the text to other texts, myself, and the world.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| | ● Figurative Language<br>● Plot<br>● Point of View<br>● Setting<br>● Structure<br>● Syntax |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: Author's Craft

**Engaging Experience 1**
**Title:** Identifying Figurative Language
**Suggested Length of Time:** 1 Day
**Standards Addressed**

*Priority:*
- DESE.RL.2B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.
- DESE.RL.2C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

*Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions**: Students will read a piece of literature that has multiple examples of a figurative language. Poetry may be best for this activity, but teachers can use any text they deem appropriate. Teachers should inform students that they are reading with the purpose of identifying examples of figurative language in the piece. (NOTE: It may be necessary for teachers to quickly review figurative language with their students. If teacher determines that a longer review is needed, this is also appropriate). Students will read the piece and annotate examples of figurative language. This can be done independently or with small groups. At the end of the reading, teachers will ask students to share out examples of figurative language found within the piece of literature.

**Bloom's Levels:** Understand, Analyze
**Webb's DOK:** 2, 3

**Engaging Experience 2**
**Title:** The Purpose of Figurative Language
**Suggested Length of Time:** 2-4 Days
**Standards Addressed**
> *Priority:*
> - DESE.R2.A.9-10 Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
> - DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
>
> *Supporting:*
> - DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
>   - Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
> - DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners
> - DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions:**
- **Day 1:** Teachers can have students examine the same piece of literature as used in engaging experience 1 or use a new piece that is heavy in figurative language. Teachers can review with students by having them revisit the identified figurative language in a piece or have students identify new examples in a different piece.

  Next, the teacher will have the students examine the purpose behind figurative language as a means to affect the tone of a piece of literature. Teachers may wish to have students brainstorm possible tone words for the selected piece and then as a class, decide on the best example. Then, teachers will ask students to identify three different examples of figurative language from the literary piece and have students answer this question: How does this example of figurative language impact the tone of the piece? Teachers may need to model this question and answer activity for students before they can complete it independently.
- **Day 2:** Teachers will conduct an assessment of the skills explored in day 1. Teachers can have students examine an assigned piece of literature, or students can identify a passage from their independent reading. Students will then write a response to this question: What is the tone of the piece and how does the author use figurative language to illuminate this tone? This should be done independently to assess individual students.

**Bloom's Levels**: Understand, Analyze
**Webb's DOK:** 2, 3

**Engaging Experience 3**
**Title**: Syntax
**Suggested Length of Time**: 2-4 Days
**Standards Addresse**d
*Priority*:
- DESE.RL.2A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.R2.A.9-10 Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

*Supporting*:
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.

- ○ Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions:**

- **Day 1:** Teachers will introduce the concept of syntax to students by exploring the idea of short sentences in a literary piece vs long sentences in a literary piece. (NOTE: This concept could work better with a piece of fiction, either short story or novel, as opposed to poetry or drama). Teachers should explain that often times in literature, short, simple sentences allow the reader to move at a quicker pace through the literature, whereas passages with long and more complex sentences tend to force the reader to slow down while reading.

  Teachers will use a mentor text and explore distinct passages which employ short sentences. Teachers will lead this discussion by reading the passage out loud with students. Then, the class will brainstorm a list of topics/subjects that were addressed in the passage, as well as the tone/mood of the passage, and what the characters were experiencing during this section. The teacher will then ask the class this question: Why do you think the author used short sentences to address this section of the story? Why would the author want us to move quickly through this part of the story?

  Teachers will repeat this process with a passage employing longer sentences and conduct the same conversation asking students the same question.

- **Day 2:** Teachers will assess the students understanding of the author's use of syntax in a piece of literature by writing a brief analysis of an assigned piece of literature or by using passages from the student's independent reading. Students will then explore the differences between the two passages by creating a t-chart. Students will then answer the question independently: How did the author's use of syntax (short sentences over long and long sentences over short) impact my understanding of the text?

**Bloom's Levels**: Analyze
**Webb's DOK**: 3

**Engaging Experience 1**
**Title**: Impact of Setting
**Suggested Length of Time**: 1-2 Days
**Standards Addressed**

*Priority:*
- DESE.RL.2A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

*Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
- ○ Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- DESE.W.2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified

**Detailed Description/Instructions**: Teachers will ask the question: How does the setting of the literary piece impact its meaning? Teachers will then explain that setting is not simply WHERE the story takes place but also WHEN it takes place. Teachers should explore a piece where the time period of a piece is vital to understanding the meaning of the text. Settings to consider would be historical period, season, time of day, geographical location, exterior vs interior, urban vs rural. Students should also consider if the setting has symbolic details or if the setting is just a realistic backdrop with little symbolic meaning. Students should also explore what mood the setting creates by exploring physical details.

Once these concepts are explored, students will create a small multimedia presentation in which they organize textual information about the setting to illustrate the author's purpose for creating this particular setting. Students should always consider this question: how would the text be different if the story took place in a different setting?
**Bloom's Levels**: Analyze, Understand
**Webb's DOK**: 2, 3

**Engaging Experience 2**
**Title**: Impact of Plot
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
*Priority:*
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- DESE.RL.2B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.

*Supporting:*
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
  - DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage

listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions:**
- **Day 1**: Teachers will begin teaching the concept of plot by exploring the different types of conflict in literature as well as reviewing basic terminology such as protagonist and antagonist. Students will then explore the qualities of protagonist and antagonist in a piece of literature and then determine how these qualities of each create conflict in the story. This can be done with an assigned piece or students can explore these concepts in their independent reading.
- **Day 2**: Teachers will next explore the methods in which authors create suspense. Teachers will ask students: When watching a movie, TV show, or reading a book, when do you experience suspense? When are you nervous to see what happens next? Then, teachers and students will identify methods in which authors create suspense in writing (word choice, pacing, and imagery). Students will then write a short suspense analysis in which they identify a moment of suspense they witnessed in a book, movie, or TV show. Students then will then answer the question in writing: Why did I feel suspense in this moment? How did the creator of the piece make me feel nervous and anxious about what would happen next?

**Bloom's Levels**: Analyze, Understand
**Webb's DOK**: 2, 3

**Engaging Experience 3**
**Title**: Everyone is a Character
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
  *Priority:*
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- DESE.RL.2B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.
  *Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the

speaker's point of view, reasoning, and evidence in order to 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.

- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

**Detailed Description/Instructions**:

- **Day 1**: Teachers will begin a discussion on character analysis by exploring concepts such as flat vs. round characters, static vs dynamic, and how to determine if a character is one of these concepts. Teachers can show a short video clip, read a short story, or have students explore a character from their independent reading.
Teachers lead a discussion on what causes people to change. Teachers will then ask students what types of events have caused them to change. Teachers can engage students in a discussion, or this can be done through journal writing. Class will brainstorm trends, such as losing a loved one, entering a new relationship, family conflicts, moving, rites of passage, etc. Teachers will then ask students to explain how these things lead them to change. How did you grow from this experience? Students will then apply these events and experiences to literature. Where did the characters in the story experience some of the same things? What was the impact on the character?
- **Day 2**: The class explores the concept of internal conflict. Teachers ask students to discuss a moment in their lives when they felt conflicted or faced a moral dilemma. Teachers can ask students to list the traits of their character that were explored on both sides of the dilemma and how these traits conflicted with one another. This will then be applied to a character from literature either assigned by the teacher or from the student's independent reading.

**Bloom's Levels**: Understand, Analyze
**Webb's DOK**: 2, 3

**Engaging Experience 4**
**Title**: Point of View
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
  *Priority:*
  - DESE.RL.2B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.
  - DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

  *Supporting:*
  - DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
  - DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
    - Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
  - DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
  - DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
  - DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
  - DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions**: Teachers will review with students the basic concepts relating to POV such as 1st person, 3rd person limited etc. Teachers can provide examples of these POVs either in literature, film, TV, news, etc.

Teachers will then explore the purpose of POV by asking students to imagine what would be different if the author changed the POV of the piece. What are both the advantages and limitations of the different types of POV? Students can explore this in assigned literature or in their independent reading.

**Bloom's Levels**: Analyze, Understand
**Webb's DOK**: 3, 2

# Topic 3: Literature in all its Forms

**<u>Engaging Experience 1</u>**
**Title**: Wide Variety of Literature
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
*Priority:*
- DESE.RL.2A.9-10 Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- DESE.RL.2B.9-10 Analyze how points of view is reflected in the characters, setting, and plot.
- DESE.RL.2C.9-10 Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- DESE.RL.2A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

*Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
- ○ Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
  - DESE.RL.1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**Detailed Description/Instructions**: Teachers will select a number of texts that center around a common subject (Vietnam War, The Holocaust, 9/11, etc.). Teachers may choose any or all of the following: a poem, a short story, a play, a picture, a video clip, etc.) for students to read and/or watch. Students will read and or/watch pieces for comprehension before moving on to the writing process.
**Bloom's Levels**: Analyze, Understand
**Webb's DOK**: 2, 3

## Topic 4: Writing about Literature

**Engaging Experience 1**
**Title**: Writing Process
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**

*Priority:*
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

*Supporting:*
- DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- DESE.W3.A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of

language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions**: Students will synthesize information from the concepts learned in this unit (setting, plot, characters, and point-of-view) to provide a formal writing piece on a selected text from the previous Engaging Experience (Wide Variety of Literature). Students may write a response to a series of questions as opposed to writing an essay. Students will explore their thoughts on each of these concepts as they are established in the text. Students will focus on considering their audience (their classmates, teacher, etc.) when planning their presentation.
**Bloom's Levels**: Analyze, Evaluate
**Webb's DOK**: 4

# Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Book Talk: Students will choose a book, short story, movie, TV show, etc. that they know well enough to present to the class. The student will discuss each of the concepts listed above in a formal presentation. For example, if a student chose their favorite movie, they would explain the elements of the setting, plot, characters, and point-of-view.

## Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| Author's Craft | Identifying Figurative Language | Students will read a piece of literature that has multiple examples of a figurative language. Poetry may be best for this activity, but teachers can use any text they deem appropriate. Teachers should inform students that they are reading with the purpose of identifying examples of figurative language in the piece. (NOTE: It may be necessary for teachers to quickly review figurative language with their students. If teacher determines that a longer review is needed, this is also appropriate). Students will read the piece and annotate examples of figurative language. This can be done independently or with small groups. At the end of the reading, teachers will ask students to share out examples of figurative language found within the piece of literature. | 1 Day |
| Author's Craft | The Purpose of Figurative Language | ● **Day 1:** Teachers can have students examine the same piece of literature as used in engaging experience 1or use a new piece that is heavy in figurative language. Teachers can review with students by having them revisit the identified figurative language in a piece or have students identify new examples in a different piece. Next, the teacher will have the students examine the purpose behind figurative language as a means to affect the tone of a piece of literature. Teachers may wish to have students brainstorm possible tone words for the selected piece and then as a class, decide on the best example. Then, teachers will ask students to identify three different examples of figurative language from the literary piece and have students answer this question: How does this example of figurative language impact the tone of the piece? Teachers may need to model this question and answer activity for students before they can complete it independently. | 2-4 Days |

| | | ● **Day 2:** Teachers will conduct an assessment of the skills explored in day 1. Teachers can have students examine an assigned piece of literature, or students can identify a passage from their independent reading. Students will then write a response to this question: What is the tone of the piece and how does the author use figurative language to illuminate this tone? This should be done independently to assess individual students. | |
|---|---|---|---|
| Author's Craft | Syntax | ● **Day 1:** Teachers will introduce the concept of syntax to students by exploring the idea of short sentences in a literary piece vs long sentences in a literary piece. (NOTE: This concept could work better with a piece of fiction, either short story or novel, as opposed to poetry or drama). Teachers should explain that often times in literature, short, simple sentences allow the reader to move at a quicker pace through the literature, whereas passages with long and more complex sentences tend to force the reader to slow down while reading. Teachers will use a mentor text and explore distinct passages which employ short sentences. Teachers will lead this discussion by reading the passage out loud with students. Then, the class will brainstorm a list of topics/subjects that were addressed in the passage, as well as the tone/mood of the passage, and what the characters were experiencing during this section. The teacher will then ask the class this question: Why do you think the author used short sentences to address this section of the story? Why would the author want us to move quickly through this part of the story? Teachers will repeat this process with a passage employing longer sentences and conduct the same conversation asking students the same question. <br><br> ● **Day 2:** Teachers will assess the students understanding of the author's use of syntax in a piece of literature by writing a brief analysis of an assigned piece of literature or by using passages from the student's independent reading. Students will then explore the differences between the two passages by creating a t-chart. Students will then answer the question independently: How did the author's use of syntax (short sentences over long and long sentences over short) impact my understanding of the text? | 2-4 Days |

| Literary Fundamentals | Impact of Setting | Teachers will ask the question: How does the setting of the literary piece impact its meaning? Teachers will then explain that setting is not simply WHERE the story takes place but also WHEN it takes place. Teachers should explore a piece where the time period of a piece is vital to understanding the meaning of the text. Settings to consider would be historical period, season, time of day, geographical location, exterior vs interior, urban vs rural. Students should also consider if the setting has symbolic details or if the setting is just a realistic backdrop with little symbolic meaning. Students should also explore what mood the setting creates by exploring physical details.<br><br>Once these concepts are explored, students will create a small multimedia presentation in which they organize textual information about the setting to illustrate the author's purpose for creating this particular setting. Students should always consider this question: how would the text be different if the story took place in a different setting? | 1-2 Days |
|---|---|---|---|
| Literary Fundamentals | Impact of Plot | ● **Day 1**: Teachers will begin teaching the concept of plot by exploring the different types of conflict in literature as well as reviewing basic terminology such as protagonist and antagonist. Students will then explore the qualities of protagonist and antagonist in a piece of literature and then determine how these qualities of each create conflict in the story. This can be done with an assigned piece or students can explore these concepts in their independent reading.<br>● **Day 2**: Teachers will next explore the methods in which authors create suspense. Teachers will ask students: When watching a movie, TV show, or reading a book, when do you experience suspense? When are you nervous to see what happens next? Then, teachers and students will identify methods in which authors create suspense in writing (word choice, pacing, and imagery). Students will then write a short suspense analysis in which they identify a moment of suspense they witnessed in a book, movie, or TV show. Students then will then answer the question in writing: Why did I feel suspense in this moment? How did the creator of the piece make me feel nervous and anxious about what would happen next? | 2-4 Days |

| Literary Fundamentals | Everyone is a Character | ● **Day 1**: Teachers will begin a discussion on character analysis by exploring concepts such as flat vs. round characters, static vs dynamic, and how to determine if a character is one of these concepts. Teachers can show a short video clip, read a short story, or have students explore a character from their independent reading. Teachers lead a discussion on what causes people to change. Teachers will then ask students what types of events have caused them to change. Teachers can engage students in a discussion, or this can be done through journal writing. Class will brainstorm trends, such as losing a loved one, entering a new relationship, family conflicts, moving, rites of passage, etc. Teachers will then ask students to explain how these things lead them to change. How did you grow from this experience? Students will then apply these events and experiences to literature. Where did the characters in the story experience some of the same things? What was the impact on the character? <br> ● **Day 2**: The class explores the concept of internal conflict. Teachers ask students to discuss a moment in their lives when they felt conflicted or faced a moral dilemma. Teachers can ask students to list the traits of their character that were explored on both sides of the dilemma and how these traits conflicted with one another. This will then be applied to a character from literature either assigned by the teacher or from the student's independent reading. | 2-4 Days |
|---|---|---|---|
| Literary Fundamentals | Point of View | Teachers will review with students the basic concepts relating to POV such as 1st person, 3rd person limited etc. Teachers can provide examples of these POVs either in literature, film, TV, news, etc. <br> Teachers will then explore the purpose of POV by asking students to imagine what would be different if the author changed the POV of the piece. What are both the advantages and limitations of the different types of POV? Students can explore this in assigned literature or in their independent reading. | 2-4 Days |

| Literature in all its Forms | Wide Variety of Literature | Teachers will select a number of texts that center around a common subject (Vietnam War, The Holocaust, 9/11, etc.). Teachers may choose any or all of the following: a poem, a short story, a play, a picture, a video clip, etc.) for students to read and/or watch. Students will read and or/watch pieces for comprehension before moving on to the writing process. | 2-4 Days |
|---|---|---|---|
| Writing about Literature | Writing Process | Students will synthesize information from the concepts learned in this unit (setting, plot, characters, and point-of-view) to provide a formal writing piece on a selected text from the previous Engaging Experience (Wide Variety of Literature). Students may write a response to a series of questions as opposed to writing an essay. Students will explore their thoughts on each of these concepts as they are established in the text. Students will focus on considering their audience (their classmates, teacher, etc.) when planning their presentation. | 2-4 Days |

# Unit 3: Analyze Informational Text

**Subject**: ELA 1
**Grade**: 9
**Name of Unit**: Analyze Informational Text
**Length of Unit**: 4 Weeks
**Overview of Unit**: Students will identify and define different types of informational texts. Students will compare and contrast different types of literary techniques and how they are used differently in nonfiction writing.

**Priority Standards for unit**:
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RI.3D.9-10 Read and comprehend informational text independently and proficiently.
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- DESE.RI.2D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- DESE.RI.1D.9-10 Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- DESE.W.3A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.  Include
  - A.a  Organization & Content
  - A.b  Word Choice
  - A.c  Conventions
  - A.d  Transitions which clarify relationships and connect ideas, claims, and signal time shifts.
- DESE.W.1.A.b.9-10 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.
- DESE.RI.2.B.9-10 Analyze how an author uses rhetoric to advance point of view or purpose.

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- DESE.W.3.A.d.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- DESE.RI.2.D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- DESE.W.1.A.a.9-10 Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather relevant, credible sources, print and digital; integrate information using a standard citation system.

**Supporting Standards for unit**:
- DESE.W.2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- DESE.RL.3B.9-10 Explain how and why an author alludes to or transforms source material within his or her text.
- DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.RI.3B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.
- DESE.W.1A.9-10 Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

- DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader | Analyze | Analyze | 1 |
| informational text independently and proficiently | Read, Comprehend | Understand | 1, 2 |
| a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend previously learned narrative, expository, and argumentative writing techniques | Follow | Understand | 3 |
| an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient | Evaluate | Evaluate | 3, 4 |
| false statements and fallacious reasoning | Identify | Understand | 3 |
| two or more central/main ideas in a text, analyze their development throughout the text | Explain | Understand | 3 |
| the significance of the central ideas | Explain | Understand | 3 |
| an objective and concise summary of the text | Provide | Apply | 2 |

**Essential Questions**:

1. How do I increase my understanding of informational texts?
2. How do I determine the author's claim or central idea in an informational text?
3. Why is it important for me to determine the credibility of a source?

**<u>Enduring Understanding/Big Ideas</u>**:

1. To increase understanding of informational texts, read a variety of texts then compare the text to other texts, myself, and the world.
2. I determine the claim or central idea by examining the structure and other literary elements such as setting and point-of-view.
3. The credibility of a source is important in order to avoid plagiarism, validate my research, and become a responsible digital citizen.

**<u>Unit Vocabulary:</u>**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| <ul><li>Annotate</li><li>Digital Citizenship</li><li>Informational Text</li><li>Reliable/Credible Information</li><li>Socratic Seminar</li></ul> | <ul><li>Biography</li><li>Claim</li><li>Figurative Language<ul><li>Simile</li><li>Metaphor</li><li>Personification</li><li>Onomatopoeia</li></ul></li><li>Flashback</li><li>Memoir</li><li>Narrative</li><li>Structural Pattern</li><li>Tone</li></ul> |

**<u>Resources for Vocabulary Development:</u>** Quality Tools

## Ongoing Skill/Activity

**Standards Addressed**

*Priority:*
- DESE.RI.3D.9-10 Read and comprehend informational text independently and proficiently.
- DESE.RI.1D.9-10 Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

**Detailed Description/Instructions**: Students will choose a current event to follow throughout the unit. They will create 5-10 blog posts on the topic with each entry using a specific mode of informational text (biography/memoir, magazine/newspaper article, social media, large nonfiction piece, news video, podcast, etc.). The blog will be completed by the end of the unit. Teachers can assess the blog post throughout the unit or upon completion of the unit. Teachers could use whatever blogging platform works best.

## Topic 1: Informational Citizenship

**Engaging Experience 1**

**Title**: Credible Sources

**Suggested Length of Time**: 1-2 Days

**Standards Addressed**

> *Priority:*
> - DESE.RI.2D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
>
> *Supporting:*
> - DESE.RI.2D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
> - DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Detailed Description/Instructions**: Teachers will lead students on a discussion regarding research and informational sources as a means to find reliable and credible information. Teachers will present two pieces of informational text on the same topic and then ask students to determine which one they identify as more credible. Possible questions to consider are:
- Who is the author of each piece? Are they affiliated with an organization that could lead to information that is one sided or inaccurate?
- What is the source of the information? Book? Website? Magazine? Newspaper? Blog? Social Media?
- Is one type of source always more credible than the other?

This conversation can be done via Socratic Seminar or with a written response.

**Bloom's Levels**: Evaluate

**Webb's DOK**: 3

**Engaging Experience 2**
**Title**: Digital Citizenship
**Suggested Length of Time**: 1-2 Days
**Standards Addressed**

 *Priority:*
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

 *Supporting:*
- DESE.W.3A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
  - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

**Detailed Description/Instructions**: Teachers introduce the concept of digital citizenship by having students explore the idea that everything they create is a reflection on them. Today, this translates to the online universe. Therefore, it is essential to be responsible digital citizens by not only considering WHAT we post but HOW it appears to the digital world. Teachers and students will then brainstorm a list of ideas and concepts that influence how others might look at information an individual may publish online. List of possibilities include:
- Spelling, grammar, and punctuation
- Appropriate language
- Credible information
- Visual presentation
- Knowledge of topic

Teachers will discuss that the blogs they create for their informational topic will be seen by others. Therefore, they should consider how their posts may be perceived by others.
**Bloom's Levels**: Understand
**Webb's DOK**: 3

**Engaging Experience 1**
**Title**: Exploring Current Events
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**

*Priority:*
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

*Supporting:*
- DESE.RL.3B.9-10 Explain how and why an author alludes to or transforms source material within his or her text.
- DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.RI.3B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.

**Detailed Description/Instructions**: [Newsela, CNN Student News] The teacher will put students into groups of 3-4. Students will draw a topic (global news, domestic news, science and technology, sports, entertainment) and a medium in which to explore the topic (blog post, podcast, news video, news article, etc.). As a group, students will read/watch/listen then discuss their chosen piece and write a short reflection on what they learned. Groups will rotate their current events throughout the classroom and repeat the process of discussion and writing.
**Bloom's Levels**: Analyze
**Webb's DOK**: 1

**Engaging Experience 2**
**Title**: Critical Reading of Informational Texts
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
 *Priority:*
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

 *Supporting:*
- DESE.RL.3B.9-10 Explain how and why an author alludes to or transforms source material within his or her text.
- DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.RI.3B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.

**Detailed Description/Instructions**: Teachers will assign students a printed news story to read and annotate via AVID strategies of marking the text. This includes numbering the paragraphs, circling key words and phrases, and underlining main ideas/central claims. Students will then chart the text. (What the author says and how they say it). Students will be able to identify the author's purpose and determine the theme using annotation.

**Bloom's Levels**: Analyze
**Webb's DOK**: 1

# Topic 3: Craft of the Author

**Engaging Experience 1**
**Title**: Author's Structure
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
*Priority:*
- DESE.RL2.A.9-10 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

*Supporting:*
- DESE.RL.3B.9-10 Explain how and why an author alludes to or transforms source material within his or her text.
- DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.RI.3B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

**Detailed Description/Instructions**:
- **Day 1:** Students will watch a documentary film that employs research and information to tell a story. While watching students will note the structure of the piece by exploring moments when the director uses flashbacks, introduces new characters to the story etc. By the conclusion of the film, students should have a basic outline of the structure of the piece.
- **Day 2:** The teacher will lead a discussion with students in which they explore the structure in detail. Teacher will ask questions such as:
  - Why did the author employ flashbacks? What was the purpose?
  - How did the piece begin? Why did it begin this way?
  - How did the piece end? Why did it end this way?
  - Are there any structural patterns observed?
  - How did the structure of the piece help the author convey their point?

  This could be the basis for a Socratic seminar or a more formal writing assessment.

**Bloom's Levels**: Analyze
**Webb's DOK**: 1

**Engaging Experience 2**
**Title**: Establishing Claims
**Suggested Length of Time**: 2-4 Days
**Standards Addressed**
> *Priority:*
> - DESE.RI.2D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
> - DESE.RI.1D.9-10 Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
>
> *Supporting:*
> - DESE.RI.3B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
> - DESE.RI3.A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.
> - TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

**Detailed Description/Instructions**:
- **Day 1:** Teachers will use the documentary film from the engaging experience 1 to explore author's claims. Teachers will ask the class: What do you think the director of the piece wants us to take away from the film? Write a 1-2 sentence answer to that question. Teachers can then hold a discussion on this claim by asking students to share out their thoughts on the film and what they perceived to be the message of the film. Teachers will then ask students to discuss how the author established those claims. Teachers can assess students on this concept via class discussion, blog, short essay, etc.
- **Day 2:** Now that students have watched a documentary as a piece of informational text, students will then explore these same tactics and strategies in a written informational piece (if possible, on the same topic as the documentary). Students will read the piece independently and then discuss what the claim of the piece is and how the author established this claim through text structure, figurative language, tone, additional data and research, etc.

**Bloom's Levels**: Evaluate
**Webb's DOK**: 3, 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

At the end of the unit, students will finalize their ongoing activity, which is writing blog posts about different types of informational texts.

## Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| Informational Citizenship | Credible Sources | Teachers will lead students on a discussion regarding research and informational sources as a means to find reliable and credible information. Teachers will present two pieces of informational text on the same topic and then ask students to determine which one they identify as more credible. Possible questions to consider are:<br>● Who is the author of each piece? Are they affiliated with an organization that could lead to information that is one sided or inaccurate?<br>● What is the source of the information? Book? Website? Magazine? Newspaper? Blog? Social Media?<br>● Is one type of source always more credible than the other?<br>This conversation can be done via Socratic Seminar or with a written response. | 1-2 Days |
| Informational Citizenship | Digital Citizenship | Teachers introduce the concept of digital citizenship by having students explore the idea that everything they create is a reflection on them. Today, this translates to the online universe. Therefore, it is essential to be responsible digital citizens by not only considering WHAT we post but HOW it appears to the digital world. Teachers and students will then brainstorm a list of ideas and concepts that influence how others might look at information an individual may publish online. List of possibilities include:<br>● Spelling, grammar, and punctuation<br>● Appropriate language<br>● Credible information | 1-2 Days |

| | | | |
|---|---|---|---|
| | | ● Visual presentation<br>● Knowledge of topic<br>Teachers will discuss that the blogs they create for their informational topic will be seen by others. Therefore, they should consider how their posts may be perceived by others. | |
| What is Nonfiction? | Exploring Current Events | Newsela, CNN Student News] The teacher will put students into groups of 3-4. Students will draw a topic (global news, domestic news, science and technology, sports, entertainment) and a medium in which to explore the topic (blog post, podcast, news video, news article, etc.). As a group, students will read/watch/listen then discuss their chosen piece and write a short reflection on what they learned. Groups will rotate their current events throughout the classroom and repeat the process of discussion and writing. | 2-4 Days |
| What is Nonfiction? | Critical Reading of Informational Texts | Teachers will assign students a printed news story to read and annotate via AVID strategies of marking the text. This includes numbering the paragraphs, circling key words and phrases, and underlining main ideas/central claims. Students will then chart the text. (What the author says and how they say it). Students will be able to identify the author's purpose and determine the theme using annotation. | 2-4 Days |
| Craft of the Author | Author's Structure | ● **Day 1:** Students will watch a documentary film that employs research and information to tell a story. While watching students will note the structure of the piece by exploring moments when the director uses flashbacks, introduces new characters to the story etc. By the conclusion of the film, students should have a basic outline of the structure of the piece. | 2-4 Days |

| | | | |
|---|---|---|---|
| | | ● **Day 2:** The teacher will lead a discussion with students in which they explore the structure in detail. Teacher will ask questions such as:<br>○ Why did the author employ flashbacks? What was the purpose?<br>○ How did the piece begin? Why did it begin this way?<br>○ How did the piece end? Why did it end this way?<br>○ Are there any structural patterns observed?<br>○ How did the structure of the piece help the author convey their point?<br>This could be the basis for a Socratic seminar or a more formal writing assessment. | |
| Craft of the Author | Establishing Claims | ● **Day 1:** Teachers will use the documentary film from the engaging experience 1 to explore author's claims. Teachers will ask the class: What do you think the director of the piece wants us to take away from the film? Write a 1-2 sentence answer to that question. Teachers can then hold a discussion on this claim by asking students to share out their thoughts on the film and what they perceived to be the message of the film. Teachers will then ask students to discuss how the author established those claims. Teachers can assess students on this concept via class discussion, blog, short essay, etc.<br>● **Day 2:** Now that students have watched a documentary as a piece of informational text, students will then explore these same tactics and strategies in a written informational piece (if possible, on the same topic as the documentary). Students will read the piece independently and then discuss what the claim of the piece is and how the author established this claim through text structure, figurative language, tone, additional data and research, etc. | 2-4 Days |

# Unit 4: World Literature

**Subject**: ELA 1
**Grade**: 9
**Name of Unit**: World Literature
**Length of Unit**: 4 Weeks
**Overview of Unit**: Students will learn the definition of culture then read a variety of different types of literature focusing on different cultures. Students will focus on one specific culture to read about and research then present their findings to the class.

**Priority Standards for unit**:
- DESE.RI.3C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL.3A.9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.
- DESE.RI.3A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.
- DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.SL.1.C.9-10 Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

**Supporting Standards for unit**:
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.1B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- DESE.SL.1C.9-10 Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as

appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| how multiple texts reflect historical and/or cultural contexts | Analyze | Analyze | 4 |
| multiple performances of a story, drama, or poem evaluating how each version interprets the source text | Analyze | Analyze | 4 |
| how similar ideas or topics are portrayed in different media formats | Analyze | Analyze | 4 |
| the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials | Determine | Apply | 3 |

**Essential Questions**:

1. How do I define culture?
2. How do I relate literature of different cultures to my own?
3. How does an author's culture impact their writing style?

**Enduring Understanding/Big Ideas**:

1. Culture is defined by ethnicity, race, nationality, poverty, sexual orientation, and religion.
2. I can relate literature of different cultures to my own by reading about current events and exploring different mediums, such as music, film, television, radio, art, and food.
3. Authors can explore a variety of unfamiliar settings, present their own purpose, and explore a unique point-of-view.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Culture <br> ● Ethnicity <br> ● Gender/Gender Roles <br> ● Nationality <br> ● Perspective <br> ● Poverty <br> ● Race <br> ● Social Class <br> ● Socioeconomic Status | |

**Resources for Vocabulary Development:** Quality Tools

## Ongoing Skill/Activity

**Standards Addressed**

*Priority:*

- DESE.RI.3C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL.3A.9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions**: At the beginning of the unit, students will choose a novel to read that reflects a culture that is not their own. Students will use this piece throughout the unit for various activities and assessments.

## Topic 1: Defining Culture

**Engaging Experience 1**
**Title**: What is Culture?
**Suggested Length of Time**: 1-2 Days
**Standards Addressed**
> *Priority:*
>> ● DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

> *Supporting:*
>> ● DESE.SL.1C.9-10 Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
>> ● DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
>> ● DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
>> ● TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
>> ● TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
>> ● TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions**: The teacher will begin this unit with asking the question 'What is Culture?' The teacher will inform the students about the need to explore different cultures and how they affect our own. Teachers may show "Single Story," a TED Talk on the importance of not stereotyping. The teacher will lead a discussion on cultural differences to get an idea of what students already know.

**Bloom's Levels:** Apply
**Webb's DOK**: 3

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**Engaging Experience 2**
**Title**: Culturally Relevant Vocabulary
**Suggested Length of Time**: 1-2 Days
**Standards Addressed**

*Priority:*
- DESE.RI.1B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

*Supporting:*
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

**Detailed Description/Instructions**: Teachers will introduce vocabulary that students will need to know throughout the World Literature Unit: culture, perspective, race, nationality, ethnicity, gender, gender roles, social class, socioeconomic status, poverty, sexual orientation, and specific words that can be applied to or can be found in the chosen texts. A good way to introduce these vocabulary words are to use teaching centers around the classroom focusing on specific vocabulary words. For example, one teaching center can focus on race, nationality, and ethnicity while another center focuses on social class, socioeconomic status, and poverty. Students can read a definition and example at each center then discuss it with their group members.

**Bloom's Levels**: Apply
**Webb's DOK**: 3

# Topic 2: Culture in Genres

**Engaging Experience 1**
**Title**: Different Mediums
**Suggested Length of Time**: 1-2 Days
**Standards Addressed**

*Priority:*
- DESE.RI.3C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL.3A.9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.
- DESE.RI.3A.9-10 Analyze how similar ideas or topics are portrayed in different media formats.

*Supporting:*
- DESE.SL.1B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.I.5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions**: Teachers will lead students in a discussion around visual and non-visual cues about culture. For example, visual cues would include food, clothing, artwork, movies, television shows, etc. Non-visual cues would include concept of time, tone/volume of voice, how to rear a child, attitude towards elders, personal space, etc. Teachers would then select a text for students to read. Students will identify the different cultural aspects present in the text. Teachers may choose a poem, a short story, a novel, a play, etc.

**Bloom's Levels**: Analyze
**Webb's DOK**: 4

# Topic 3: Culturally Influenced Writing

**Engaging Experience 1**
**Title**: Author's Purpose
**Suggested Length of Time**: 3-4 Days
**Standards Addressed**

*Priority:*
- DESE.RI.3C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL.3A.9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.

*Supporting:*
- DESE.SL.1C.9-10 Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**Detailed Description/Instructions**: Teachers will ask the question, "How does an author's culture influence their writing? Students will research the author of their chosen novel to explore their cultural background and how that has influenced their work. Possible questions include:

- What is the nationality of the author?
- What is the race/ethnicity of the author?
- Does the author's culture reflect the culture of the novel? If not, how does that impact the piece?
- What cultural experiences does the author have that leads them to be an expert on the subject?

Students will create a multimedia presentation regarding their findings as part of the Engaging Scenario. As time allows, students can present these to the class or work in small groups around a common set of questions that the teacher could pull the class back together around.

**Bloom's Levels**: Analyze
**Webb's DOK**: 4


**Engaging Experience 2**
**Title:** Setting/POV
**Suggested Length of Time**: 3-4 Days
**Standards Addressed**

 *Priority:*

- DESE.RI.3C.9-10 Analyze how multiple texts reflect historical and/or cultural contexts.
- DESE.RL.3A.9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.

 *Supporting:*

- DESE.SL.1C.9-10 Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions**: Students will research and explore the setting of the novel. Students will discover how the setting of the novel impacts the plot/conflict in the story as well as characterization. Questions to explore:

- How does the cultural setting affect the story?
- How was the culture formed throughout history?
- What cultural values are reflected in the novel?
- Do the characters in the novel reflect traditional cultural values?
- Does the author of the novel reflect traditional cultural values?

**Bloom's Levels**: Analyze
**Webb's DOK**: 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Throughout the unit, students will have read a poem, a short story, a novel, and an informational text all from the same culture. Then students will create a multi-modal final project which addresses what they learned about that culture, how the culture was portrayed in each of the four pieces, and an overall theme statement which encompasses all four pieces.

| | | Summary of Engaging Learning Experiences for Topics | |
|---|---|---|---|
| **Topic** | **Engaging Experience Title** | **Description** | **Suggested Length of Time** |
| Defining Culture | What is Culture? | The teacher will begin this unit with asking the question 'What is Culture?' The teacher will inform the students about the need to explore different cultures and how they affect our own. Teachers may show "Single Story," a TED Talk on the importance of not stereotyping. The teacher will lead a discussion on cultural differences to get an idea of what students already know. | 1-2 Days |
| Defining Culture | Culturally Relevant Vocabulary | Teachers will introduce vocabulary that students will need to know throughout the World Literature Unit: culture, perspective, race, nationality, ethnicity, gender, gender roles, social class, socioeconomic status, poverty, sexual orientation, and specific words that can be applied to or can be found in the chosen texts. A good way to introduce these vocabulary words are to use teaching centers around the classroom focusing on specific vocabulary words. For example, one teaching center can focus on race, nationality, and ethnicity while another center focuses on social class, socioeconomic status, and poverty. Students can read a definition and example at each center then discuss it with their group members. | 1-2 Days |
| Culture in Genres | Different Mediums | Teachers will lead students in a discussion around visual and non-visual cues about culture. For example, visual cues would include food, clothing, artwork, movies, television shows, etc. Non-visual cues would include concept of time, tone/volume of voice, how to rear a child, attitude towards elders, personal space, etc. Teachers would then select a text for students to read. Students will identify the different cultural aspects present in the text. Teachers may choose a poem, a short story, a novel, a play, etc. | 1-2 Days |

| Culturally Influenced Writing | Author's Purpose | Teachers will ask the question, "How does an author's culture influence their writing? Students will research the author of their chosen novel to explore their cultural background and how that has influenced their work. Possible questions include:<br>● What is the nationality of the author?<br>● What is the race/ethnicity of the author?<br>● Does the author's culture reflect the culture of the novel? If not, how does that impact the piece?<br>● What cultural experiences does the author have that leads them to be an expert on the subject?<br>Students will create a multimedia presentation regarding their findings as part of the Engaging Scenario. As time allows, students can present these to the class or work in small groups around a common set of questions that the teacher could pull the class back together around. | 3- 4 Day |
|---|---|---|---|
| Culturally Influenced Writing | Setting/POV | Students will research and explore the setting of the novel. Students will discover how the setting of the novel impacts the plot/conflict in the story as well as characterization. Questions to explore:<br>● How does the cultural setting affect the story?<br>● How was the culture formed throughout history?<br>● What cultural values are reflected in the novel?<br>● Do the characters in the novel reflect traditional cultural values?<br>● Does the author of the novel reflect traditional cultural values? | 3-4 Days |

# Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

# Unit 5: Multi-Genre Unit

**Subject**: ELA 1
**Grade**: 9
**Name of Unit**: Multi-Genre Unit
**Length of Unit**: 3 Weeks
**Overview of Unit**: This unit requires a student to select a theme and reflect on a chosen topic by reviewing their collection of written assignments, studied texts, and learned concepts of the academic term to build a final synthesis of these concepts via a personal work that is creative and reflects the cumulative learning of the student. The speaking and listening standards are highlighted in this unit and supported throughout the remainder of the course/term.

**Priority Standards for Unit**:
- DESE.SL.1.C.9-10 Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- DESE.RI.1.B 9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- DESE.W2.A.9-10 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- DESE.R1.3.B.9-10 Evaluate how effectively two or more texts develop similar ideas/topics.
- DESE.RI.2D.9-10 Evaluate an author's argument, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- DESE.RI.1D.9-10 Explain two or more central main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

- DESE.W.3A.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience.  Include
    - ○    A.a  Organization & Content
    - ○    A.b  Word Choice
    - ○    A.c  Conventions
    - ○    A.d  Transitions which clarify relationships and connect ideas, claims, and signal time shifts
- DESE.W.1.A.b.9-10 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.
- DESE.W.3.A.b.9-10 Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10 W.3.A.d  Review, revise and edit writing with consideration for the task, purpose and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

**Supporting Standards for unit**:
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| two or more themes in a text, their development throughout the text | Determine | Analyze | 3 |
| two or more themes in a text, and their development throughout the text | Analyze | Analyze | 3 |
| themes to life experiences | Relate | Analyze | 3 |
| an objective and concise summary of the text | Provide | Understand | 2 |
| clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience | Produce | Create | 3 |

**Essential Questions**:

1. To what extent does literature reflect culture or shape it?
2. How does my culture/identity impact my understanding of the themes contained in the stories of others?
3. How does my culture/identify impact my writing?

**Enduring Understanding/Big Ideas**:

1. Themes are important because they allow us to relate the piece of literature to our world and expand our understanding of the text.
2. To increase understanding of informational and literary texts, read a variety of texts, then compare the text to other texts, myself, and the world.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Cite<br>● Compare/Contrast<br>● Genre<br>● Textual Evidence<br>● Author's Craft<br>● Author's Intent | ● Connotation<br>● Denotation<br>● Mood<br>● Subject<br>● Synthesis<br>● Theme<br>● Thesis<br>● Tone |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: Theme Identification

**Engaging Experience 1**
**Title:** What makes a good theme/Review of differentiating between subject and theme?
**Suggested Length of Time:** 2-4 Days
**Standards Addressed**

*Priority:*
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions:** Teacher will facilitate the review and discussion of the class and all the previous texts. All of the previous unit texts will be discussed in small groups. What themes stood out?  What individual pieces are ones that felt impactful?  What texts do you remember best? Why?  What themes run through them?

Once the texts have been discussed and evaluated, students will make a plan for their multi-genre portfolio. Their portfolios will pull the pieces they feel impacted them the most. They can bring into their portfolio any text they have read.  They can reflect on those pieces, considering theme or connections to their identity or culture.  They can include best or final drafts of their own writing that has occurred, culminating in an end product that is a "scrapbook" style learner portfolio or digital learner portfolio.

**Bloom's Levels:** Apply, Analyze
**Webb's DOK:** 2, 3

**<u>Engaging Experience 2</u>**
**Title:** Review of Literary Vocabulary
**Suggested Length of Time:** 1-2 Days
**Standards Addressed**
> *Priority:*
> > ● DESE.R1.D.9-10 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
>
> *Supporting:*
> > ● DESE.R1.B.9-10 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
> > ● DESE.SL1.B.9-10 Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.

**Detailed Description/Instructions:** The teacher will review key vocabulary words with students such as mood, tone, connotation, etc., then explain how each of these can be used to determine theme. After students identify a theme based on the review of texts, the teacher will ask students to explain the process used to determine the chosen theme.

**Bloom's Levels:** Analyze
**Webb's DOK:** 3

# Topic 2: Craft and Genre Review

**Engaging Experience 1**
**Title:** How do author's craft and genre affect the conveyance of theme?
**Suggested Length of Time:** 2-4 Days
**Standards Addressed**
> *Priority:*
> - DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
>
> *Supporting:*
> - DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
> - DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
> - DESE.SL.2B.9-10 Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**Detailed Description/Instructions:** The teacher will have students summarize how students defined the subject and author's feelings. Then the discussion will lead into defining the subject with one word as a topic. Then the teacher will facilitate the identification of key genres for use by the student. The teacher can repeat this activity with different pieces of texts as many times as needed for the class to fully comprehend the concept of multi-genre compare and contrast. This activity may need to be revisited throughout the course/term.

**Bloom's Levels:** Apply, Analyze
**Webb's DOK:** 2, 3

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## Topic 3: Synthesis of Texts and Writing

**Engaging Experience 1**
**Title:** What makes a good learner portfolio?
**Suggested Length of Time:** 3-5 Days
**Standards Addressed**

*Priority:*
- DESE.R1.A.9-10 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*
- DESE.SL.1A.9-10 Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
- DESE.SL.2A.9-10 Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

**Detailed Description/Instructions:** Teacher will facilitate the review and discussion of the class and all the previous texts. All of the previous unit texts will be discussed in small groups. What themes stood out?  What individual pieces are ones that felt impactful?  What texts do you remember best? Why?  What themes run through them?

Once the texts have been discussed and evaluated, students will make a plan for their multi-genre portfolio. Their portfolios will pull the pieces they feel impacted them the most. They can bring into their portfolio any text they have read.  They can reflect on those pieces, considering theme or connections to their identity or culture.  They can include best or final drafts of their own writing that has occurred, culminating in an end product that is a "scrapbook" style learner portfolio or digital learner portfolio.

**Bloom's Levels:** Apply, Analyze
**Webb's DOK:** 2, 3