# Michigan Merit Curriculum

## Course/Credit Requirements

## ENGLISH LANGUAGE ARTS • GRADE 9

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## MICHIGAN
### Department of
### Education

**1 Credit**

## Welcome

This guide was developed to assist teachers in successfully implementing the Michigan Merit Curriculum. The identified content expectations and guidelines provide a useful framework for designing curriculum, assessments and relevant learning experiences for students. Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the State Legislature, these landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st Century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines.

## Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to *begin with the end in mind*.

*Engaging and effective units include*

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

## Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

## Student Assessment

The assessment process can be a powerful tool for learning when students are actively involved in the process. Both assessment *of* learning and assessment *for* learning are essential. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions that are more responsive to students' needs. Engagement empowers students to take ownership of their learning and builds confidence over time.

### Sound assessments

- align with learning goals
- vary in type and format
- use authentic performance tasks
- use criteria scoring tools such as rubrics or exemplars
- allow teachers and students to track growth over time
- validate the acquisition of transferable knowledge
- give insight into students' thinking processes
- cause students to use higher level thinking skills
- address guiding questions and identified skills and processes
- provide informative feedback for teachers and students
- ask students to reflect on their learning

## Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive* and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

*Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:*

- Inter-Relationships and Self-Reliance
- Critical Response and Stance
- Transformational Thinking
- Leadership Qualities

## English Language Arts Grade 9 Goal Statement

The goal for English Language Arts Grade 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts Grade 9, students will be introduced to the various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies. Through the lens of Inter-Relationships and Self-Reliance, they will consider how they build relationships, how their relationships impact others, and their responsibility to society.

*Recursive is used in the context of the ELA HSCE as describing language arts processes as being addressed repeatedly and at increasingly complex levels throughout the units and lessons from grade 9 to grade 12.

# High School Content Expectation Codes

To allow for ease in referencing expectations each English Language Arts expectation has been coded by strand, standard, and expectation. For example:

**CE2.1.6**
- **CE2:** Reading, Listening, and Viewing strand
- **CE2.1:** Standard 1 of the Reading, Listening, and Viewing strand
- **CE2.1.6:** 6th expectation of Standard CE2.1

# Organizational Sructure

| STRAND 1<br>Writing, Speaking,<br>and Expressing | STRAND 2<br>Reading, Listening,<br>and Viewing |
|---|---|
| **STANDARDS** (and number of core expectations in each standard) ||
| **1.1: Writing Process** (8)<br><br>**1.2: Personal Growth** (4)<br><br>**1.3: Purpose and Audience** (9)<br><br>**1.4: Inquiry and Research** (7)<br><br>**1.5: Finished Products** (5) | **2.1: Strategy Development** (12)<br><br>**2.2: Meaning Beyond the Literal Level** (3)<br><br>**2.3: Independent Reading** (8) |

| STRAND 3<br>Literature and Culture | STRAND 4<br>Language |
|---|---|
| **STANDARDS** (and number of core expectations in each standard) ||
| **3.1: Close Literary Reading** (10)<br><br>**3.2: Reading and Response** *(varied genres and time periods)* (5)<br><br>**3.3: Text Analysis** (6)<br><br>**3.4: Mass Media** (4) | **4.1: Effective Use of the English Language** (5)<br><br>**4.2: Language Variety** (5) |

## CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**1.1** Understand and practice writing as a recursive process.

**1.2** Use writing, speaking, and visual expression for personal understanding and growth.

**1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.

**1.4** Develop and use the tools and practices of inquiry and research — generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

**1.5** Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.

**2.1** Develop critical reading, listening, and viewing strategies.

**2.2** Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.

**2.3** Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

**3.1** Develop the skills of close and contextual literary reading.

**3.2** Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genre representing many time periods and authors.

**3.3** Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

**3.4** Examine mass media, film, series fiction, and other texts from popular culture.

**4.1** Understand and use the English language effectively in a variety of contexts and settings.

**4.2** Understand how language variety reflects and shapes experience.

# HIGH SCHOOL ENGLISH LANGUAGE ARTS UNIT FRAMEWORK FOR GRADES 9-12

Michigan teachers designed the thematic units of instruction described in this booklet. Together the newly developed units meet all of the English Language Arts High School Content Expectations. They exemplify the high standards of rigor and relevance required for post secondary success. Using the framework of common features and the models as guides, teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy development including vocabulary and grammar.

**The framework includes**

- Themes, Dispositions and Essential Questions
- Literary Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre Study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

## Unit Framework Alignment with ELA Expectations

The chart below indicates where each of the 91 expectations is addressed in which section(s) of the unit framework.

| SECTIONS | EXPECTATIONS |
|---|---|
| **Dispositions, Big Ideas and Essential Questions** | 2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2 |
| **Literary Genre Focus/Anchor Text** | 2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1 - 3.2.3, 3.3, 3.4.1 - 3.4.4 |
| **Linking Texts** | 3.1.5, 3.1.6, 3.4.2 |
| **Genre Study and Literary Analysis** | 2.1.2, 2.1.4 - 2.1.6, 2.1.8 - 2.1.19, 3.1.1 - 3.1.10, 3.2.1 - 3.2.3, 3.3.1 - 3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5 |
| **Reading , Listening, and Viewing** | 2.1.1 - 2.1.10,  2.2.1 - 2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5 |
| **Writing, Speaking, and Expressing** | 1.1.1-1.1.8, 1.2.1- 1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4 |
| **Ongoing Literacy Development** | 1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5 |

## Dispositions and Essential Questions

### 9th Grade Focus
*Inter-Relationships & Self-Reliance*

- Who am I?
- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

### 10th Grade Focus
*Critical Response and Stance*

- How can I discover the truth about others?
- What sacrifices will I make for the truth?
- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize my dreams or visions for the future?
- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

### 11th Grade Focus
*Transformational Thinking*

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions I make today will affect me for my entire life?
- Where will I find wisdom?

## 12th Grade Focus
### *Leadership Qualities*

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I create the world I want to live in?
- How can I use my talents to create new opportunities for myself and for others?

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## Literary Genre Focus/Anchor Texts

### Narrative Text/Fiction (NT)
- Novels, short stories, drama, poetry, (allegory, satire, parody)

### Literary Nonfiction (LNF)
- Essays, memoirs, biographies, commentaries, advertising, letters

## Informational/Expository Text (IT)
- Historical documents, essays, literary analyses, speeches, research/technical reports, textbooks, technical manuals, letters, proposals, memos, presentations, legal documents, Internet sources, newspapers, magazines propaganda, articles, reference tools

## Media
- Movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming

## Characteristics of Complex Text as defined by ACT:

*Relationships:* Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.

*Richness:* The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.

*Structure:* The text is organized in ways that are elaborate and sometimes unconventional.

*Style:* The author's tone and use of language are often intricate.

*Vocabulary:* The author's choice of words is demanding and highly context dependent.

*Purpose:* The author's intent in writing the text is implicit and sometimes ambiguous.

## Linking Texts

*Linking text should reflect one or more of these characteristics and lead to the identified disposition:*

- Discrepant text that results in seeing the big idea from a totally different perspective
- Different genre or medium that mirrors the theme or big idea of the anchor text in another form
- Supporting text that extends or embellishes the big ideas or themes in the anchor text
- Text connected to the anchor text at an abstract level

## Genre Study and Literary Analysis

### Narrative Text
*Characteristics*

- Literary elements defined in detail and modeled in the context of the literature
- Literary analysis:
  - Literal (What does the text say?)
  - Figurative (How does it say it?)
  - Interpretation (What does it mean?)
  - Allusion/Wisdom (Why does it matter?)
- Literary devices
- Literary forms: satire, allegory, parody

*Historical/Cultural Considerations*

- Literary movements and periods (American and British)
- Knowledge of American minority literature

- Knowledge of world literature
- Context in which literary works were produced
- Significance of work today and when written

*Critical perspectives*

- Potential for bias
- Critical perspectives within and across text
- Critical stance and response
- Literary judgment

### Informational Text
*Organizational patterns*

  - Compare/contrast
  - Cause/effect
  - Problem/solution
  - Fact/opinion
  - Theory/evidence

*Features*

- Information in sidebars (tables, graphs, statistical evidence) related to text
- Outline of thesis and supporting details using titles, headings, subheadings, and sidebars
- Selected format (e.g., brochure, blogs) to influence the message

### Media Features
- Camera and lighting
- Color and special effects
- Music

# Reading, Listening/ Viewing Strategies and Activities

## Comprehension Strategies

- access prior knowledge
- determine importance
- make connections
- make inferences
- monitor comprehension
- annotate
- ask questions
- clarify
- compare
- critique
- predict
- reflect
- summarize
- synthesize
- visualize

## Comprehension Activities

- Explicit instruction on comprehension strategy use
- Focus questions for use in instruction
- Graphic organizers to identify structures, audience, and content
- Advance organizers
- Opportunities for students to make thematic and real-life connections

## Critical Reading, Listening and Viewing Strategies

### Literary Text

- Consider themes, different points of view, and characterization within and across text
- Describe the impact of setting and characters on plot and themes
- Consider the political assumptions underlying the text and the impact of the work on society
- Analyze literal meaning, author's craft, and interpretation
- Discover and transfer abstract themes and big ideas to new situations

### Informational/Expository Text

- Find the potential theses and supporting details
- Determine level(s) of relevance
- Assess statements and arguments
- Consider potential for bias
- Look for evidence to support assumptions and beliefs
- Find validity of facts in source material
- Discover and transfer abstract themes and big ideas into new situations

## Vocabulary Strategies

- Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms
- Identify how common phrases (e.g., oxymoron, hyperbole) change meaning
- Recognize and use roots, affixes, and word origins
- Restate definition or example in own words
- Create a graphic representation of terms
- Compare/classify terms

## Response to Reading, Listening, and Viewing Activities

- cross-text comparison writing or speaking
- critical response journals
- quotation notebooks
- critique of speech, presentation, or performance
- note taking/study guide

## Writing, Speaking, and Expressing

### Writing and Speaking Modes of Communication

*Narrative Text/Fiction* (NT)

- poetry
- drama
- creative fiction

*Literary Nonfiction* (LNF)

- creative nonfiction
- autobiography/biography/memoir
- critical/analytical response to literature
- diary and journal
- goal setting
- letter to the editor
- personal narrative
- reflective essay
- speech
- summary
- writing portfolio reflection

*Informational Expository* (IT)

- argumentative essay
- business letter
- comparative essay
- descriptive essay
- exploratory essay/research brief
- feature news article
- literary analysis essay
- magazine article
- multi-genre report
- persuasive essay
- proposal
- research report
- resume
- work-related text
- summary/note taking
- constructed response
- other informational writing

### Media

- blog
- digital story telling
- multi-media presentation
- webpage

### Speaking Activities

- response groups
- work teams
- discussion groups
- committee participation
- book talks
- literature circles
- formal presentations
- multi-media presentations

## Writing, Speaking, and Expressing Strategies and Activities

### Writing Process Strategies

- Utilize the writing process
- Peer edit with questions
- Revise using checklist and scoring rubric
- Revise grammar in context
- Revise to the assigned standard
- Use exemplars as models for finished products
- Analyze writing using protocols: holistic, analytic, and trait-scoring

### Writing Activities

- writing to learn
- writing to demonstrate learning
- authentic writing

## Research and Inquiry Process Activities

- Use research to solve problems, provide criteria, and generate new knowledge
- Engage in ethical, credible and reliable research
- Develop a research plan and carry it out
- Generate topics, seeking information from multiple perspectives and sources
- Analyze information for relevance, quality, and reliability
- Connect the information to present a coherent structure and argument
- Select modes of presentation
- Recognize the contribution to collective knowledge

## Speaking, Listening, Viewing Strategies

- Lead and participate in discussions
- Apply presentation skills and protocols
- Plan based on audience and purpose
- Share, acknowledge, and build on one another's ideas
- Consolidate and refine thinking
- Evaluate the quality and relevance of the message
- Use feedback to improve effectiveness
- Advocate for ideas
- Listen with empathy
- Use techniques and media to enhance and enrich your message

## On-Going Literacy Development

### Student Goal Setting and Self Evaluation Strategies

- Assume ownership of academic literacy progress
- Use criteria and standards to analyze work
- Assess achievement over time
- Respond to constructive feedback
- Set new literacy goals

### Daily Fluency Development Activities

*Reading*

- personal choice
- partner reading
- choral reading

*Writing*

- quickwrites
- response to literature

*Vocabulary Development, Grammar Skills, and Writing Strategies*

- Attend to focused skill lessons
- Practice until mastery
- Apply in context

## Quantity, variety and frequency of materials to be read, written about, and discussed by students

*The following are recommendations from High Schools That Work and ACT's "On Course for Success."*

*All students should complete a rigorous English language arts curriculum in which they*

- Read 8–10 books and demonstrate understanding
- Write short papers (1-3 pages) weekly that are scored with a rubric
- Write 4 formal essays per quarter
- Write a major research paper annually
- Speak or present 3 to 5 times per year
- Discuss or debate topics monthly
- Take and organize notes weekly
- Maintain a portfolio of personal reading and writing

*Literature selections included in the model units represent recommendations, not requirements. Decisions regarding required literature are left to individual school districts.*

# *Model Unit Outline for Grade 9 ELA*

*DISPOSITION: INTER-RELATIONSHIPS AND SELF-RELIANCE*

## MODEL UNIT 9.1: INTRODUCTION TO HIGH SCHOOL READING

**Genre**

textbooks, media, essays, short stories, poetry, informational resources

**Focus/Big Ideas**

comprehension strategies, critical reading, identifying theme, text characteristics, identifying a range of genre

seven emotional triggers, survival, sacrafice, true wisdom

## MODEL UNIT 9.2: INTRODUCTION TO HIGH SCHOOL WRITING

**Genre**

poetry, personal narrative essays, autobiography, career-related text, speeches, student writing samples, persuasive essay, newspaper articles

**Focus/Big Ideas**

effective communication, characteristics of good writing, writing process

## MODEL UNIT 9.3: CONTEMPORARY REALISTIC FICTION NOVEL

**Genre**

novel, poetry, short stories, media, speeches, essays, music lyrics, historical documents, letters, timelines, journals, newspaper articles, letter to editor, personal accounts, memoir

**Focus/Big Ideas**

integrity, truth, courage, relationships, responsibility, equality

## MODEL UNIT 9.4: EPIC POETRY

**Genre**

Epic poems, literary nonfiction, photo essay, media, music lyrics, memoir, letters, journals, works of art, news articles

**Focus/Big Ideas**

relationships, survival, courage, bravery, effects of war, faithfulness, time passage

## MODEL UNIT 9.5: SHAKESPEAREAN TRAGEDY/DRAMA

**Genre**

drama, political essay, poetry, speech, guide, media, literary nonfiction, primary document, newspaper articles, newscast, music lyrics

**Focus/Big Ideas**

elements of Shakespearean tragedy, responsibility, conflict resolution, choices, cultural and historical influences, call to action

## MODEL UNIT 9.1: INTRODUCTION TO HIGH SCHOOL READING

### Big Ideas/Themes Essential Questions

#### Big Ideas

- survival, chance rules, chasing after status and wealth, sacrifice, true wisdom, value of material possessions, status for sale

#### Themes

- Seven human emotions: flattery, fear, greed, anger, guilt, exclusivity, and salvation
- Learning from texts

#### Essential Questions

- How do my emotions and wants/needs make me vulnerable?
- How do I read to gain skills, knowledge, and wisdom?
- What do I need to learn in high school to be prepared for college or work?
- What generalizations or principles have I discovered about my own reading?
- How do I learn best?
- How do my skills and talents define who I am?

#### Textbooks as Resources

- How can learning the structure and purpose of texts support me in using them more effectively?
- What are the roles of subtitles, headings, bullets, illustrations, sidebars, and other text features?

#### Short Stories

- How do I approach reading a short story?
- What terms do I need to understand to help me comprehend a short story?
- What relationships exist among these stories?
- What techniques do the authors use to keep the reader interested?
- How does each character's perceptions of what is valuable change?
- What common lessons does each main character learn?
- What connections can I make between the story and my own life?
- How are the characters' strengths and weaknesses alike or different from my own strengths and weaknesses?

## Literary Genre Focus/Anchor Texts

### Informational Text

Content area textbooks

Teacher Resource:
Jim Burke's *Illuminating Text* Chapter 3 "Reading Textbooks"

www.englishcompanion.com
"Reading a Textbook"
"Reading Expository Text"
"How to Read a Short Story"

"Elements of Nonfiction" or "How to Read Nonfiction" sections in ELA, science, and social studies texts

Articles on Method Marketing or Method Acting:
http://www.profitadvisors.com/method.shtml

http://www.dennyhatch.com/method/method_history.html

http://www.methodmarketing.com/mmbook.html

### Narrative Text

*Short Stories*
"The Most Dangerous Game" Richard Connell

"The Gift of the Magi" O. Henry

"The Necklace" Guy de Maupassant

## Linking Texts/Media

### Media

*The Necklace* video

*The Most Dangerous Game* video

*Survivor*

### Texts

selections from 9th grade English language arts, science, social studies, and mathematics textbooks, primary documents, scientific articles

*Poetry*
"Hints on Pronunciation for Foreigners" George Bernard Shaw (TSW)

"American Hero" Essex Hemphill

"Without Commercials" Alice Walker

*Short Stories*
"Thank You M'am" Langston Hughes

*Essay*
"I Want to Be Miss America" Julia Alvarez

## Genre Study and Literary Analysis

### Narrative Text

*Genre Study*
Characteristics of short story, poetry, essay

*Literary Elements*
- plot (exposition, rising action, climax, falling action, resolution)
- setting
- conflict (internal/external)
- theme
- character development
- mood, tone, style
- author's purpose

*Literary Devices*
- narration/point of view
- author's use of time
- figurative language, imagery, simile, metaphor
- symbolism, motif, allusion
- repetition
- foreshadowing
- irony (situational)
- implied meanings
- onomatopoeia
- suspense
- structural conventions

*Historical/Cultural*
- understanding human nature
- stereotypes

*Critical Perspectives*
- quotable lines
- different time period
- Connect to self—own perspective on issues of sacrafice and status

## Informational Text

*Range of Genre*
- author information
- biographies
- editorials - pros and cons
- essays
- historical accounts
- instructions
- letters
- links to resources
- news articles
- outlines, lists
- scientific research reports

*Elements*
- main ideas or topic sentences, details, examples
- facts and opinions
- editorial perspective
- writer's tone

*Organizational Patterns*
- categorization
- cause-effect
- compare-contrast
- definition
- description
- enumeration/process
- fact-opinion
- problem-solution
- sequence

## Features
- table of contents
- unit and chapter structures
- titles, subtitles, headings
- illustrations, charts, maps
- bullets, sidebars (margin notes)
- captions, footnotes
- appendices
- bibliographies
- personal vs. business letter formats

## Reading, Listening/ Viewing Strategies and Activities

### Reading

*Informational Text*
- Identify purpose for reading the selections
- Preview text
- Read first to understand, then to analyze
- Take notes; make annotations
- Identify primary focus, logical arguments, structure, style, organization
- Use textbooks as a resource to answer central questions and to find evidence to support thesis

- Interact with textbook as a content expert
- Summarize information
- Analyze depth of coverage of a subject
- Identify various genre in textbooks
- Analyze three different informational text genre using Jim Burke's outline
- Identify role of specific text features in informational text
- Analyze ads, commercials, movie trailers to determine which of the seven human emotions they are using to influence you to buy or use their product.
- Make a list of the seven trigger emotions (flattery - fear - greed - anger - guilt - exclusivity - salvation) and give examples of each for a ninth grader.

### Strategies for approaching textbook reading

- Read headings and subheadings as questions
- Ask comprehension questions: why, how, who, what, when, and so what?
- Read the paragraph and its parts; identify topic sentence or thesis, supporting details and examples or evidence

### Narrative Text

- Read several short stories
- Use reading comprehension strategies (restate, paraphrase, visualize, synthesize, summarize)
- Examine characterization
- Identify theme(s), setting, and plot of each short story
- Examine how prior knowledge and personal experience affect understanding
- Identify various genre in texts
- Identify persuasive strategies used by authors (propaganda)
- Build vocabulary knowledge
- Self assess
- Monitor comprehension
- Set reading goals
- Use the profundity scale with main characters in each of the short stories to learn the unique contribution each made to the themes.

### Listening/Viewing

- Discuss focus questions in groups; evaluate using rubric
- Use graphic organizers to compare
  - video clips to short stories
  - Jim Burke's outlines for reading informational text to those found in ELA, Science, and SS textbooks
- Use the Internet for research
- Identify special effects used in video version of short stories
- Connect to self – examples of same themes in current events

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Write to show evidence of flattery, fear, greed, anger, guilt, exclusivity, and salvation as the motivation of the characters in the three short stories
- Outline plots of the three stories
- Summarize any of the three stories
- Write a letter from Della to Mme. Loisel explaining the importance of money in a relationship
- Identify writer's tone
- Write journal entries

### Writing to Demonstrate Learning

#### *Informational Text*
- Create own textbook guidebook
- Develop criteria to evaluate written text
- Evaluate information from various perspectives
- Show how the human emotions exhibited by characters in the three short stories are also used to market products.

#### *Narrative Text*
- Use graphic organizer to analyze character traits
- Search Internet for information on Magi
- Compare story and film
- Compare/map irony in three stories
- Write a continuation of "The Necklace" in a blog
- Use text-to-text double-entry journal

- Write an essay explaining how it might feel to be trapped in an uncontrollable situation

### Authentic Writing
- Write a letter to their parents explaining the most important lessons they have learned from them.

### Speaking
- Discuss connections to text as a part of a group.

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies
- Set personal learning goals

### Daily Fluency

#### *Reading Activities*
- Engage in partner reading
- Participate in choral reading-poetry

#### *Writing Activities*
- Respond using quickwrites

### Vocabulary Development
- from selections

### Writing Strategies
- Process writing
- Use abstract vs. concrete nouns
- Choose precise verbs
- Use pronouns correctly
- Use clear, concise sentences
- Employ sentence variety
- Use transitions effectively
- Attend to parallel structure

### Grammar Skills
- sentence structure
- punctuation for dialogue

# MODEL UNIT 9.2: INTRODUCTION TO HIGH SCHOOL WRITING

## Big Ideas/Themes Essential Questions

### Big Ideas

- effective communication
- characteristics of effective writing
    - engaging, clear, and focused
    - ideas and content are extensively developed and supported by concepts, examples, and details where appropriate
    - organization and transitions seems natural and moves reader smoothly through the text
    - voice and tone are authentic and compelling
    - language use and mastery of conventions contribute to the effect of the presentation

### Focus Questions

- What are the basic characteristics of good writing?
- What techniques does a good writer use?
- What purposes does writing serve in the real world?
- How can writing help people understand what they are thinking?
- How can I use writing to communicate with my teachers? my community? society?
- How important are effective writing skills in various careers?

## Quotations

"To think is to write" Jim Burke

"Reflection is, in short, a habit of mind" Costa and Kallick 2000

## Literary Genre Focus/Anchor Texts

### Narrative Text

*Personal Narrative*

"Darkness at Noon" Harold Krents

### Literary Nonfiction (LNF)

*Autobiographical Sketch*

"The Loophole of Retreat" Harriet Jacobs

*Autobiography*

*Out of Africa* (Chapter 1) Isak Dinesen

### Informational Text

*Descriptive Essays*

from *Pilgrim at Tinker Creek* Annie Dillard
"The Polyphemous Moth" (Ch. 4, 61-64)
"The Giant Waterbug" (Ch. 1, 7-11)

"Homeless" Anna Quindlen

Current events in newspaper and magazine articles with a call for action, identifiable organizational patterns, and use of various sidebars

## Linking Texts/Media

### Media

*Video Clips (Disney)*

*Fantasia*

*Grand Canyon Suite*

### Texts

Five persuasive nonfiction models that illustrate good writing and an organizational text pattern including: compare/contrast, cause/effect, or fact/opinion

Career related texts

### Poetry

10 poems with various topics

Grade-appropriate poetry selections for reading in two or more voices

Billy Collins poetry

### *Student Exemplars*

Descriptive Essay

Personal Narrative

Persuasive Essay/Speech

## Genre Study and Literary Analysis

### Narrative Text

*Genre Study*

Characteristics of descriptive essay, personal narrative, and autobiography

*Literary Elements*

- theme
- mood, tone, style
- author's purpose

### Descriptive Essay

- Answers Question: What is it like?
- Has defined subject
- Makes a point
- Organized by space, an aspect, or writer's perspective
- Has sense of purpose
- Uses strong visual images
- Draws on 5 senses
- Takes a stance
- Includes practical and precise details
- Supports underlying point using creative approaches
- Seen through a new lens
- Employs word choice and sentence structure that support mood
- Uses literary devices

### *Personal Narrative and Autobiography*

- Describes important moment(s)
- Describes what, why, and how
- Mood is determined by memory of event
- Point of view shapes voice, tone, and purpose of story
- Establishes a main idea that defines the purpose of the story
- Includes interesting sensory details and dialogue
- Uses examples to support ideas and create understanding
- Includes chronological order of events (transitional words)
- Identifies motives
- Uses appropriate tone and mood
- Reflects style, voice is appropriate

**Literary Devices**

- narration/point of view
- speaker/audience
- author's use of time
- figurative language, imagery, simile, metaphor
- symbolism, motif, allusion
- repetition
- personification
- implied meanings
- description
- structural conventions
- syntax
- diction

## Informational Text

Characteristics of essays, newspaper and magazine articles, letters

### Elements

- subject
- main ideas
- strong verbs
- descriptive adjectives
- voice
- appropriate language
- formal/informal language
- structure
- paragraphs
- transitions
- genre
- form
- style
- descriptive
- expressive
- informative

### Organizational Patterns

- compare/contrast
- cause/effect
- fact/opinion

### Persuasive Essay

- Addresses an interesting and controversial subject
- Takes a position /thesis based on fact, value, or policy
- Consistently supports stand
- Uses effective lead and closing argument
- Anticipates reader bias
- Provides relevant information
- Supports with facts, examples, stories, expert quotes, graphics
- Refutes alternative perspectives
- Avoids use of logical fallacies (e.g., appeal to emotion, false analogy)

### Reflective Essay

- Analyzes something significant
- Answers questions
- Can be serious or humorous
- Is narrative and descriptive
- Explains what the topic means to the writer and why it might be important to the reader

*Features*

- table of contents
- introduction
- body
- conclusion
- lead
- paragraph
- transitions
- content
- thesis
- side bars

*Literary Devices*

- narration/point of view
- subject
- speaker
- audience
- syntax
- diction
- figurative language

## Reading, Listening/Viewing Strategies and Activities

### Reading

*Analyze text for*

- structural purpose/audience
- point of view
- depth of content
- organization
- style/voice

### Activities

- Critique others' text and own using a rubric of characteristics of effective writing specific to genre

- Analyze poetry for descriptive language
- Read 10 poems. Rank poems based on group preference. Note figurative language. Identify preferred qualities.

### Listening/Viewing

- Discuss in groups
- Conference with peers
- Analyze media clips for descriptive language and special use of visual images
- Use rubric to evaluate prepared speeches

### Reading Fluency

- slam poetry
- poetry choral reading

### Critical Perspective

*Ask*

- What characteristics of writing do I appreciate?
- What are my strengths and weakness as a writer?

## Writing, Speaking, Expressing Strategies and Activities

### Writing to learn

- Practice prewriting strategies
- Write 3 different leads/closing
- Reflect on specific skill or characteristic
- Use double-entry journal

## Writing Process and Activities

- Identify audience
- Identify subject
- Prewriting
- Drafting
- Revision
- Editing/peer editing
- Publishing
- Proofreading
- Outlining, developing graphic organizers
- Note taking
- Summarizing
- Paraphrasing
- Use writer's handbook
- Use writing rubrics for self-evaluation

## Writing to Demonstrate Learning

- Critique of piece identifying characteristics of effective writing
- Descriptive essay of a special place
- Personal experience narrative
- Reflective essay in response to newspaper or magazine article(s)
- Select a topic and present it in two different pieces using different organizational patterns.
- Write a persuasive essay arguing a point on a contraversial issue, using 5 articles as models

### Poetry

- Read poem; eliminate all non-vital words
- Write a poem from all the vital words (strong verbs, adjectives, descriptive words)
- Write a two-voice poem

### Careers

- Contact speakers, formulate questions, introduce speakers, and write letters thanking speakers
- Write career-related texts
- Write journal entries for each speaker and critique presentations using advanced organizer
- Research the skills needed for their preferred career pathways
- Create a poster showing their research results and their sources (MLA Citation)

## Speaking

- Prepared speech on work-related topic
- Peer discussions and writing conferences

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies

- Set personal learning goals

*Writing Portfolio*

Short persuasive essay on unit writing arguing for a grade

- Identify grade you feel you deserve
- Include specific details and examples for support
- Refer to writing rubric as evidence
- Organize main ideas and supporting details
- Anticipate teacher bias
- Use transition words to create flow

### Daily Fluency

*Writing*

- process writing
- think, pair, share
- letter/note writing
- timed writing

### Vocabulary Development

- language patterns
- appropriate language for audience
- vocabulary from selections
- academic vocabulary
- effective adjectives
- strong verbs
- transition words

### Grammar Skills

- convention use
- mechanics
- syntax
- diction
- proofreading marks

## MODEL UNIT 9.3: CONTEMPORARY REALISTIC FICTION, NOVEL

### Big Ideas/Themes Essential Questions

#### Big Ideas

- integrity, truth, courage
- relationships, responsibility, equality

#### Themes

- Finding the truth through knowledge and experience "Most people are [nice], Scout, when you finally see [know] them." (Atticus) 281
- Education is key to overcoming prejudice.

#### Essential Questions

- Who am I and how do I find my place in the world?
- What influences gender roles in our society?
- What stereotypes exist in our world?
- What is equality? How can we work to achieve it?
- Why is it so difficult for people to stand up and do what is right?
- Do I have the courage to do what is right?
- Is it possible for one person to make a difference?

### Quotations

- "Shoot all the blue jays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird." (Atticus) 90
- "You never really understand a person until you consider things from his point of view– until you climb into his skin and walk around in it." (Atticus) 30
- Real courage "is when you know you're licked before you begin but you begin anyway and you see it through no matter what." (Atticus) 112

### Literary Genre Focus/Anchor Texts

#### Narrative Text

*Realistic Contemporary Fiction, Novel*

*To Kill a Mockingbird*, Harper Lee

#### Informational Text

*Opinion/Editorial Articles*

"Jocks and Prejudice," Nicholas D. Kristof, N.Y. Times, 6-11-06

Related articles and letters to the editor

*Personal Account*

Holocaust account from survivor's perspective

*Historical Document*

"Declaration of Independence" Thomas Jefferson

## Linking Texts

### Media

*To Kill a Mockingbird* (movie), Gregory Peck, 1962, Universal (2:10)

*To Kill a Mockingbird* from *Three Screenplays by Horton Foote*, 1989, Grove Press–Walking in others' shoes

Academy Award Best Actor Acceptance Speech Gregory Peck

*Scottsboro: An American Tragedy*

### Texts

#### Novels

*Mockingbird*, Charles Shields

*Mississippi Trial*, 1955, Chris Crow

*Getting Away with Murder*, Chris Crowe

#### Memoir

"A Christmas Memory" Truman Capote

#### Timelines

"Civil Rights Timeline," Chris Crowe

Social Studies textbook excerpts on civil rights

#### Poetry

"Freedom," Langston Hughes

"The Hidden Songs of a Secret Soul," Bob Greene

#### Speeches/ Essays

Chris Crowe-picture essay

"I Have a Dream," Martin Luther King, Jr.

#### Music Lyrics

"The Death of Emmett Till," Bob Dylan

#### Historical Documents

Brown vs. Board of Education articles

Scottsboro trial articles

### Internet links to resources

http://english.byu.edu/novelinks

## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- novel
- screenplay
- editorial
- poetry
- lyrics

#### Literary Elements

- plot, setting, conflict (internal/external), theme
- character development
- mood, tone, style
- author's purpose

#### Literary Devices

- narration/point of view
- figurative language, imagery, symbolism
- allusions
- foreshadowing
- implied meanings

### Historical/Cultural

- roles of women
- racial/gender equality
- stereotyping
- culture of the deep South in the 1930s
- urban legends (Boo Radley)
- racism through dialogue

### Critical Perspectives

- time period
- geographical (North vs. South)
- connections to self—own perspective on issues of inequality, racism, prejudgment

## Informational Text

### Genre Study

Characteristics of

- editorial, news article
- letters to the editor, speech
- primary source document
- memoir
- timeline

### Expository Elements

- thesis
- supporting ideas
- statistical evidence
- chronology

### Organizational Patterns

- fact/opinion
- cause/effect
- theory/evidence

### Features

- editorial format: date, byline, attribution
- letter-to-editor format: salutation, body, signature
- document format with signatures
- media conventions and special effects
- headings and subheadings
- photographs and drawings
- boldface, italics, parenthesis

### Historical/Cultural

- racial/gender equality
- stereotyping
- culture of the deep South in the 1930s

### Critical Perspectives

- facts and opinions
- editorial perspective
- writer's tone, bias
- logic
- authenticity

## Reading, Listening/ Viewing Strategies and Activities

### Reading

- Use reading comprehension strategies
- Identify themes; find examples in text
- Recognize levels of symbolism
- Build vocabulary knowledge

## Listening/Viewing

- Discuss in groups
- Compare movie script to historical accounts
- Compare with "Tom Robinsons" of today
- Identify violations of rights in "The Declaration of Independence" in TKAM
- Find intersections between visual images and verbal communication
- Connect to self—own perspective on issues of inequality, racism, prejudgment

## Writing, Speaking, Expressing Strategies and Activities

### Writing to learn

- Personal narrative: truth through knowledge
- Quickwrites
- Write a journal entry describing the trial
- Compare with Declaration of Independence
    - discuss personal freedoms
    - explain use of literary devices in texts
    - adapt language to our modern world

## Writing to Demonstrate Learning

- Summarize the story from another character's perspective
- Write journals from Tom Robinson's, Scout's, Jem's, Dill's or Boo's point of view
- Write to persuade another person to stand up for what is right. Write to prove social action is still necessary
- Research and report on:
    - Harper Lee's life
    - "Brown vs. Board of Education"
    - historical elements
    - roles of women and the impact that they had on the story
- Use poetic structure to tell the story.
- Defend a position on a social injustice and present multi-genre project.
- Write a feature article about Boo Radley's rescue of Scout and Jem
- Answering Focus Questions in Essay Form:
    - What themes are represented across the texts?
    - What does information from the texts tell us about societal beliefs?
    - How do these texts inform you about your prejudices?

### Authentic Writing

- Write a letter to the editor: take a position on a local example of prejudice

### Speaking

- Discuss prejudice, social codes and/or social action
- Debate the outcome of civil rights
- Use Readers' Theatre to perform a scene from *Mississippi Trial*, 1955

### Expressing

- Compare/contrast movie screenplay with novel
- Develop multi-media presentation

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

### Daily Fluency

#### Reading

- Engage in partner reading
- Participate in choral reading

#### Writing

- Respond with Quickwrites

### Vocabulary Development

- Gain a sense of different language patterns (Black dialect vs. Standard English)
- Recognize regional and period dialect
- Build academic vocabulary
- Discuss the use of language to understand the American South

### Writing Strategies

- Process writing
- Use vivid verbs
- Select appropriate language for the audience

### Grammar Skills

- Know elements of dialogue
- Apply parts of speech correctly

# MODEL UNIT 9.4: EPIC POETRY

## Big Ideas/Themes Essential Questions

### Big Ideas

- relationships, survival, courage, bravery, effects of war, faithfulness, time passage

### Themes

- Balance is best in all things.
- Love conquers all.
- Nothing is more important than getting home.
- Family relationships sustain us.
- In time of tragedy, we rely on past relationships to give us hope for survival.

### Essential Questions

- What is a relationship?
- What obstacles stand in the way of enduring relationships?
- In times of adversity, do family bonds/ relationships help us survive?
- Does it take courage to sustain a relationship?
- How do relationships endure over time?

### Quotations

*"Balance is best in all things."*

*—Homer, The Odyssey*

## Literary Genre Focus/ Anchor Texts

### Narrative Text

*Epic Poetry*

Read two or more sections of *The Odyssey* of Homer (the story of the cyclops & Odysseus's return home, Book XVI—Father and son, Hades, & Test of the Bow)

*Literary Nonfiction*

*The Things They Carried* by Tim O'Brien–excerpt Chapter 1

### Informational Text

*Essay*
"Only Daughter"
Sandra Cisnernos

*Newspaper Articles*
Reunions of victims of natural disasters, POWs, and/or modern soldiers

*Photo Essay*
"Things They Carry" (Afghanistan)
Kevin Sites

*Work of Art*
"The Return of Odysseus (Homage to Pintoricchio and Benin)" Romare Bearden, 1977

http://www.artic.edu/artaccess/AA_AfAm_10.shtml

## Linking Texts/ Themes Media

### Media

Video clips: from *Sounder*, from *The Odyssey*, from *Clash of the Titans*, from *O Brother*

### Texts

*Poetry*

"My Mother Combs My Hair" Chitra Banerjee Divakaruni

"Good Night, Willie Lee, I'll See You in the Morning" Alice Walker

"The Reading" Gabriel Gbadamosi

"Wanderer" Joan Fallert

"Sympathy" Paul Laurence Dunbar

"Lineage" Margaret Walker

"Those Winter Sundays" Robert Hayden

"Siren Song" Margaret Atwood

### Music Lyrics

"Dance with My Father Again" Luther Vandross

"Cat's in the Cradle" Harry Chapin

"Home" Michael Bublé

"November 8, 1965" Big and Rich

## Genre Study and Literary Analysis

### Narrative Text

*Genre Study*

Characteristics of epic narrative poetry

*Literary Elements*

- indirect & direct characterization
- epic hero
- character flaws
- dialogue
- time passage

*Literary Devices*

- narration/point of view
- figurative language
- imagery
- extended metaphor
- allusion
- simile
- foreshadowing
- implied meanings
- symbolism
- personification
- irony

*Historical/Cultural*

- faithfulness, polytheistic gods are central to all aspects of life
- background knowledge of Trojan War
- effects of war

## Informational Text

### Genre Study

Characteristics of

- essays
- literary nonfiction
- photo essay
- personal narrative/memoir
- newspaper article structures

### Elements

- main ideas or topic sentences, details, examples
- facts and opinions
- writer's tone

### Organizational Patterns

- fact/opinion
- compare/contrast
- inverted pyramid
- problem/solution
- cause/effect

### Features

- geography of setting, now and then

## Reading, Listening, Viewing Strategies and Activities

### Reading

#### Comprehension Strategies

- Determine importance
- Inference
- Making connections
- Mental modeling
- Metaphorical thinking
- Paraphrasing
- Predictions
- Summarize
- Visualization

#### Activities

- Read other epics to become more familiar with style
- Describe how figurative language such as the Homeric or epic simile can clarify the meaning of the epic

### Listening/Viewing

- Research songs that deal with relationship
- Listen for sound effects, such as alliteration, assonance, consonance, and rhyme
- Compile a collection of songs and reflect by explaining their significance

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn
- journal entries (explicit instruction)
- letters
- memoirs

### Writing to Demonstrate Learning
- Create a narrative poem
- Create a collection of poems around a theme
- Convert a published or previously written story into a narrative poem
- Create an epic poem; study its characteristics
- Respond to focus questions using text support
- Compile a collection of songs and reflect by explaining their significance
- Answer questions with persuasive essay—Is Odysseus a hero or not?
- Research heroic adventures in other cultures, and present

### Authentic Writing
- Write a letter to a soldier fighting in a current war

### Speaking
- Perform Reader's Theatre
- Interview parents or guardians about relationship with their parents or guardians
- Partner with local organization to assemble care packages for soldiers or for victims of natural disasters

### Expressing
- Create a travel brochure
- Create a photo essay

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies
- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

### Daily Fluency

*Reading*
- Engage in partner reading
- Participate in choral reading

*Writing*
- Respond with quickwrites

### Vocabulary Development
- Know meaning of prefixes, suffixes, and root words (Greek & Latin)
- Build academic vocabulary

### Writing Strategies
- Process writing
- Analyze poetic structure: iams, meter, foot, pentameter
- Understand the effects of white space

### Grammar Skills
- Recognize elements of dialogue
- Apply parts of speech correctly
- Use correct punctuation: commas, semicolons

# MODEL UNIT 9.5: SHAKESPEAREAN TRAGEDY

## Big Ideas/Themes Essential Questions

### Big Ideas

- responsibility, conflict resolution, choices

- cultural and historical influences, call to action

### Themes

- Decisions can have long-term effects.

### Focus Questions

- How may personal decisions affect your family or neighborhood?

- Can decisions based on violence or anger have a peaceful resolution?

- Which historical figures have made crucial decisions affecting society?

- Are decisions based on common good or personal gain?

- How do world conditions affect our decisions?

- Can decisions be reversed?

- How can potential consequences guide decision making?

## Essential Questions

- How do personal decisions impact more than yourself?

- Why did Shakespeare write R&J and what social issue does the play address?

- Where do these same themes present themselves in today's society?

## Literary Genre Focus/ Anchor Texts

### Narrative Text

*Drama/Tragedy*

*The Tragedy of Romeo and Juliet,* William Shakespeare

### Informational Text

*Historical/Political Essay Speech*

"The Gettysburg Address" Abraham Lincoln

*Motivational Guide*

*Teens Can Make It Happen: Nine Steps for Success* Stedman Graham

## Linking Texts

### Media

Opening scene from
*Romeo and Juliet*
(Leonardo di Caprio version)

*Six Degrees of Separation* (film)

### Texts

R&J stories from other cultures

*Romiette and Julio*
Sharon Draper

"Romeo and Juliet are
Palestinian and Jewish"
Carol Rosenburg

"Romeo and Juliet in Bosnia"
Bob Herbert (editorial)

"Romeo and Juliet in Sarajevo"
CBS Evening News May 10, 1994
(FRONTLINE)

"The Telltale Heart"
Edgar Allen Poe

"Achieving the American
Dream" Mario Cuomo

### Music Lyrics

*Westside Story* score
Stephen Sondheim

## Genre Study and Literary Analysis

### Narrative Text

*Genre Study*

Elements and structure
of Shakespearean drama,
Elizabethan syntax

*Literary Elements*

- monologue, soliloquy, aside
- dialogue between characters/ comic relief
- tragedy
- plot, structural pyramid
- character analysis
- syntax, style, form
- iambic pentameter
- blank verse

*Literary Devices*

- foreshadowing
- symbolism
- figurative language
- imagery
- metaphor
- simile
- allusion
- oxymoron
- dramatic irony

*Historical/Cultural*

- influence of language
- archaic language vs. modern language
- social action
- social issues

## Informational Text

### Genre Study

Characteristics of

- literary nonfiction
- historical/political essay
- primary historical documents
- speeches

### Expository Elements

- Lincoln's persuasive techniques
- Lincoln's purpose
- Lincoln's perspective
- poetic flow
- pacing
- emphasis (strong verbs)
- repetition
- tone (urgent)

### Organizational Patterns

- problem/solution
- cause/effect
- fact/opinion

### Features

- authoritative sources
- speaker's notes
- essay structure
- media conventions and special effects

## Reading, Listening/Viewing Strategies and Activities

### Reading

### Reading Comprehension/ Critical Thinking Strategies

- retelling
- paraphrasing
- summarizing
- visualization
- Use Question-Answer-Relationship (QAR)
- Use structural pyramid for 5 Acts
- text mapping
- Use margin notes, director's notes
- Use content clues to build vocabulary knowledge
- Apply profundity scale levels to increase comprehension
- Describe how Shakespeare uses figurative language to enhance meaning

### Personal Reading

### Independent Reading

### Listening/Viewing

- Listen to teacher read-alouds
- Listen for meaning
- Find intersections between visual images and verbal communication

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Use writing process
- Participate in Writers' Workshop
- Produce extended writing (to prompts)
- Write an opinion paper (scored with rubric)

### Writing to Demonstrate Learning

*Letter Writing*

- Write from one character to another
- Use archaic or modern language
- Score with rubric

*Journal Entry Topics and Formats*

- decision-making, conflict resolution
- self-perception, possibilities for peace
- retellings, reflections
- world events influencing Lincoln's presidency
- social issues in historical and contemporary times
- compare and contrast different versions of the play, film, other *Romeo & Juliet stories*
- compare human and civil rights across texts
- summary writing
- distinguish fact from opinion
- essays answering focus questions, scored using rubric

### Research

- Research historical context and significance
- Research how teens addressed a social issue; decisions; impact on society
- Write an abbreviated research report on Lincoln's life and presidency
- Research other Romeo & Juliet scenarios
- Write one full research report
- Use MLA citation

### Authentic Writing

- Write a reflective essay on the historical context and significance of *The Tragedy of Romeo and Juliet* (score with rubric)
- Write a critique after each Act; combine for formal essay
- Develop a personal plan of action

### Speaking

- Practice fluency with Reader's Theater and choral reading
- Re-enact scenes/role play
- Discuss lessons from Romeo & Juliet and the "Gettysburg Address" that apply today with think-pair-share
- Participate in whole class, small group, peer discussions
- Respond to three versions of the play
- Relate implications for decision-making and possibilities for different outcomes through panel discussions
- Perform an oration

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

### Daily Fluency

*Reading*

- Engage in partner reading
- Participate in choral reading

*Writing*

- Respond with Quickwrites

### Vocabulary Development

- Practice using context clues
- Create data walls – word etymologies, metaphors, similes, symbolism
- Explore multiple meanings
- Discover connotations

  (e.g., "consecrate" used in both texts with different connotations)
- Restate analogy
- Study vocabulary concepts with Frayer model
- Complete semantic mapping
- Create word webs
- Recognize iambic pentameter
- Build academic vocabulary

### Writing Strategies

- Process writing
- Use strong verbs
- Select appropriate language for the audience

### Grammar Skills

- Recognize elements of dialogue
- Apply parts of speech correctly

# NOTES

# NOTES

# NOTES

# NOTES