



# Unit Planner: Tempest: Multi Genre English 6

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High School > 2018-2019 > Grade 11 > English Language Arts > English 6 (C) > Week 9 - Week 14

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## Tempest: Multi Genre

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### Big Ideas / Enduring Understandings

- 1) Purpose is the driving force for all forms of writing and has a direct effect on style. Purpose can be implied or explicitly stated depending on the genre of writing.
- 2) Effective writing is one that accomplishes the writer's purpose/goal.
- 3) Writers must know their topic, audience, and purpose before endeavoring to write.
- 4) Understanding of a text's (genre's) features, structures, and characteristics facilitate the reader's ability to create meaning of the text. (CL11)

### Essential Questions

- 1) How does purpose affect style in writing?
- 2) What is effective writing and how do we measure its success?
- 3) Why is knowing Topic, Audience, and Purpose so important to creating effective writing?
- 4) How can I find out more about something I do not understand? (CL1)

### Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 11-12**

#### Reading: Literature

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### Range of Reading and Level of Text Complexity

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### Responding to Literature

**11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.**

11b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

### Writing

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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### Production and Distribution of Writing

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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### Responding to Literature

**11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.**

11d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

### Language

#### Conventions of Standard English

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

### Content

- 1) The importance of knowing purpose for both the reader and author
- 2) The importance of annotating for understanding when reading  
(Gist, Inference, Questioning)
- 3) Understanding why Shakespeare's accomplishments are unique and important to the culture of America and Western Culture

### Skills / Strategies

#### Reading:

- Annotation and Use of annotations (Gists, Inferences, and Questioning) to better comprehend text and enhance focus and interest
- Read Aloud in small groups.
  
- Front load Vocabulary
- Guided Questions
- Read Aloud in small groups.

#### Writing:

Create a multi-genre writing project that reflect their understanding of play's characters and/or William Shakespeare's influence throughout society

#### Language:

SAT Word review in DO Now assignments (Fill in the blank sentences and analogies)  
Vocabulary Review Worksheets  
Vocabulary Tests

#### Speaking and Listening:

Students will have the opportunity to prepare and create oral presentations as part of their multi-genre assignment that may include multi-media applications

- Video Presentation
- Student generated summaries /jig saw

### Key Terms / Vocabulary

Genre  
Purpose  
Audience  
Topic  
Subjective  
Objective  
SAT Words

### Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Genre  
Purpose  
Audience  
Topic  
Subjective  
Objective  
SAT Words

#### ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

### Assessments

#### Depth of Knowledge (DOK) Levels

##### **2 SAT Vocabulary Tests**

##### **Summative: DOK 3 Strategic Thinking: Test: Common**

Students will use contexts clues to choose the correct word to complete the sentence.

Students will analyze the relationship between words to complete complex SAT Word analogies

##### **Multi-Genre Project**

##### **Summative: DOK 4 Extended Thinking: Written: Narrative**

Students will create a multi-genre writing project that reflect their understanding

##### **Reading Tests**

##### **Summative: DOK 1 Recall: Test: Common**

Students will use their annotations to help with recall of important events in the text. This will assess if the reading at home was completed.

### Resources

#### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

No Fear Shakespeare: The Tempest  
Focus

- Whole class

- Guided reading

Text Features

- Literary
- Meaning / Purpose

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

Film: The Tempest, Directed by Julie Taymore

Focus

- Whole class

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

Video: Why Shakespeare

Focus

- Whole class
- Research

Text Features

- Informational
- Meaning / Purpose
- Language Features

