



# Unit Planner: Informational Text: Everybody is Guilty of Somethi English 1

Tuesday, November 6, 2018, 9:29AM

High School > 2018-2019 > Grade 9 > English Language Arts > English 1 > Week 40

Last Updated: [Wednesday, November 2, 2016](#)  
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## Informational Text: Everybody is Guilty of Somethi DeMatteo, Robyn ; LoParo, Benedette; Meade, Ed

- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

Humanity has a complicated and long lasting relationship with guilt.

Many crimes can be considered a shared responsibility.

Humanity has a fascination with crime.

### Essential Questions

What is humanity's relationship with guilt?

Are all crimes a shared responsibility?

Why do people have a fascination with crime?

### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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

### Content

### Skills / Strategies

Read Closely for textual details

Annotate texts to support comprehensions and analysis

Engage in productive evidence based conversations

Determine the meaning of unknown vocabulary

Provide an objective summary of the text

Paraphrase and quote relevant evidence from a text

Write original text based claims

Revise writing

Critique one's own writing and peers' writing

## Key Terms / Vocabulary

### Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Read Closely for textual details

Annotate texts to support comprehensions and analysis

Engage in productive evidence based conversations

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### Assessments

[Depth of Knowledge \(DOK\) Levels](#)

#### Mid-Unit Assessment

**Formative: DOK 4 Extended Thinking: Written: Essay**

Students will examine a claim made by W.M. in "True Crime", write a multi-paragraph analysis of how Mosley develops that claim and make connections across the text's multiple central ideas.

#### End of Unit Assessment

**Summative: DOK 3 Strategic Thinking: Oral: Discussion**

Students will look back across unit texts and synthesize the author's central ideas and claims. They will create discussion questions relating to connections between the texts in the unit to prepare for a rigorous and critical academic discussion. They will be assessed on their ability to prepare, propel conversation and respond thoughtfully to their peers in a Socratic seminar.

## Resources

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

"True Crime: The roots of an American obsession" Walter Mosely

NYT Book Review "How Bernard Madoff Did It" Liaquat Ahamed

The Wizard of Lies Epilogue Excerpt, Diana Henriques  
Focus

- Whole class
- Guided reading
- Group

#### Text Features

- Informational
- Text Structure
- Language Features

### Materials Used

\$50billion Ponzi scheme—How Madoff Did It” . [Text based video]  
Focus

- Whole class



