

<b>Scope and Sequence:</b>	
<b>School For Excellence</b>	<b>Course: Introduction to Literature</b> <span style="float: right;"><b>Name(s): Mr. Rozon</b></span>
	<b>September thru Mid-October (Most Dangerous Game and Seven Habits Intro/Non-Fiction Readings/Annotation)</b>
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How can incorporating The Seven Habits of a Good Reader while reading enhance our reading comprehension?</li> <li>● How do writers incorporate literary elements and devices to develop the plot of a story?</li> <li>● How can we identify the literary elements and devices in a work of literature?</li> </ul>
<b>Focus/Unit:</b>	<ul style="list-style-type: none"> <li>● Introduction to The Seven Habits of a Good Reader and annotation</li> <li>● Reinforcement of literary elements/devices students have learned in (characterization, setting, point of view, conflict, plot and theme) and devices (foreshadowing, irony, metaphor, simile) of fiction.</li> <li>● Writing Revolution: Sentence Work (see content)</li> </ul>
<b>Content</b>	<p>At the beginning of the unit, students will be introduced to The Seven Habits of a Good Reader:</p> <ol style="list-style-type: none"> <li>1. Asking Questions</li> <li>2. Creating Images</li> <li>3. Activating Schema (Text-to-Text, Text-to-World, Text-to-Self)</li> <li>4. Analyzing</li> <li>5. Making Inferences</li> <li>6. Evaluating</li> </ol>

## 7. Synthesizing

Subsequently, students will participate in a guided reading of Richard Connell's short story, "The Most Dangerous Game." While reading, students will be taught how to use *The Seven Habits of a Good Reader* to annotate the text.

In addition, students will learn/review:

- The structure of short stories
- How to use context clues to determine the meaning of unfamiliar words
- Various vocabulary related to the text
- How to identify specific literary elements (characterization, conflict, plot, theme, point of view) and devices (foreshadowing, imagery--similes, metaphors) of fiction.

To teach the aforementioned skills, students will also read:

- "The Winter Room" by Gary Paulsen
- "Shooting in the Dark" by Benedict Carey, a *New York Times* article
- "Lost Ones" by Jermaine Cole
- "For Grieving Mother, Many More Challenges" by John Otis, a *New York Times* article
- Other articles from *The New York Times*, *The Huffington Post*, and *Time Magazine*.

### **Writing Revolution**

- Sentence Work
  - Parts of speech
  - Subjects and predicates
  - Sentence Fragments
  - Sentence expansion
  - Sentence combining
  - Conjunctions
    - Coordinating

	<p style="text-align: center;">■ Subordinate</p>
<p><b>Common Core Standards/Skills:</b></p>	<p>Key Ideas and Details: RL.9-10.1, RL. 9-10.3          Craft and Structure: RL.9-10. 4, R.L. 9-10.5          Text Types and Purposes: W.9-10.1          Comprehension and Collaboration: SL.9-10.1          Presentation of Knowledge and Ideas: SL.9-10.4</p>
<p><b>Ongoing Formative Assessments:</b></p>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Journal Entries</li> <li>● Writing prompts</li> <li>● Homework assignments</li> <li>● Double-entry journals</li> <li>● Anticipatory Sets</li> <li>● Context clue worksheets</li> <li>● Conflict Posters (chart paper)</li> <li>● Characterization Worksheets</li> <li>● Metaphor and Simile worksheets</li> <li>● Plot Posters (chart paper)</li> <li>● Review Games:             <ul style="list-style-type: none"> <li>○ Jeopardy Games</li> <li>○ I Have/Who Has</li> </ul> </li> <li>● Vocabulary Quizzes</li> </ul>

	<ul style="list-style-type: none"> <li>● K.I.M charts</li> <li>● Two-Word Strategy</li> <li>● Exit Slips</li> </ul>
<b>Assessment:</b>	At the end of this unit, students will take a summative assessment that will measure their understanding of the content covered throughout the unit. This assessment contains essay, multiple-choice, true and false, and short answer questions.
<b>Skills Necessary For Performance Tasks:</b>	<ul style="list-style-type: none"> <li>● Use context clues to define words</li> <li>● Use the Seven Habits of a Good Reader to derive meaning from the texts.</li> <li>● Annotate text</li> <li>● Reference text to support ideas</li> <li>● Apply strategies for finding the main idea and details of a text.</li> <li>● Use text marking to identify the main idea and supporting details.</li> <li>● Identify a story's specific elements (characterization, setting, point of view, conflict, plot, theme) and devices (foreshadowing, irony, metaphor, simile) of fiction.</li> </ul>
<b>What specific literacy strategies will be used?</b>	<ul style="list-style-type: none"> <li>● Double-entry journals</li> <li>● Write-Around</li> <li>● Guided Reading</li> <li>● Anticipatory Questions</li> </ul>
<b>What examples of art will be</b>	<ul style="list-style-type: none"> <li>● The conflict and plot posters both require that students draw some scenes from the story.</li> <li>● The different types of sensory details in different colors. For example, sensory details pertain to sound are shaded in blue; details that pertain to sight, in yellow, and etc.</li> </ul>

<b>used?</b>	<ul style="list-style-type: none"> <li>● The class watches the film version of “The Most Dangerous Game.”</li> </ul>
<b>What types of technology will be incorporated?</b>	<ul style="list-style-type: none"> <li>● Promethean Active Inspire</li> <li>● Document Cameras</li> <li>● Keynote for Mac</li> <li>● Microsoft PowerPoint</li> <li>● Flocabulary Website</li> </ul>



**Mid-October thru the end of November (Independent Reading Unit)**

<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How does personal response to literature contribute to understanding?</li> <li>● What do good readers do especially when they don't understand a text?</li> <li>● How are stories from other places and times about me?</li> <li>● How does self-selection and reflection impact growth as an independent reader?</li> <li>● How does the development of literary elements throughout the text convey deeper meaning?</li> <li>● How can we synthesize by creating a powerpoint presentation?</li> </ul>
<b>Focus/Unit:</b>	<ul style="list-style-type: none"> <li>● To reinforce how to use the “Seven Habits Of A Good Reader” to annotate a text while reading independently</li> <li>● To convey a deeper understanding of a text by identifying and connecting literary elements and devices to the plot</li> <li>● To engage and heighten students interest in reading a text independently by their choice of genre</li> <li>● To understand the impact of self-selection and reflection as an independent reader</li> </ul>

<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>● Students will be reading a book of their choice independently. They will annotate using post-its on at least every two pages of the text, thus reinforcing the “Seven Habits Of A Good Reader”.</li> <li>● They will define and identify several literary elements and devices such as plot, conflict, theme, irony, point of view, characterization, allusion, imagery, onomatopoeia, alliteration, hyperbole, juxtaposition, metaphor, simile, and personification from their text.</li> <li>● They will also be introduced to the “Writing Revolution” content which includes:</li> <li>● Fragments, Run-On Sentences, Capitalization, Punctuation, Conjunctions, Subordinating Conjunctions, Subject- Verb agreement.</li> <li>● Simultaneously, using the “Read 180” software to further strengthen their reading and comprehension skills</li> <li>● In addition, they will be exposed to some technology jargon as they will learn how to create a PowerPoint at the end of the unit.</li> </ul>
<p><b>Common Core Standards/Skills:</b></p>	<p>Key Ideas and Details: CCSS.ELA-LITERACY.RL.9-10.1          Craft and Structure: CCSS.ELA-LITERACY.RL.9-10.4          Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.9-10.10          Text Types and Purposes: CCSS.ELA-LITERACY.W.9-10.1.</p>
<p><b>Ongoing Formative Assessments:</b></p>	<ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Exit-Slips</li> <li>● Journal Entries</li> <li>● Post-Its</li> <li>● KIM chart</li> <li>● Homework Assignments</li> <li>● Read 180 software feedback</li> </ul>

	<ul style="list-style-type: none"> <li>● Group Work ( Theme Poster)</li> <li>● Double-Entry journals</li> <li>● Flocabulary assessment worksheets</li> </ul>
<p><b>Summative Assessment:</b></p>	<p>Students will create a powerpoint presentation. They will choose 17 of the 19 items varying from Literary elements and devices , “ writing revolution” content , author’s biography, and a commentary slide. Some students will have the option of creating a book using construction paper with same items.</p>
<p><b>Skills Necessary For Performance Tasks:</b></p>	<ul style="list-style-type: none"> <li>● Interpret text independently</li> <li>● Organize time and reading for long-term project</li> <li>● Develop a timeline for reading and project completion</li> <li>● Develop a positive attitude toward reading</li> <li>● Participating in class silent reading</li> <li>● Connecting between text, self, and world</li> <li>● Predicting</li> <li>● Questioning</li> <li>● Visualizing setting, characters, and actions</li> <li>● Responding to reading in a personal way</li> <li>● Evaluating self selected readings with Bloom's Taxonomy</li> <li>● Explore Literature through the use of “Seven Habits Of A Good Reader”</li> <li>● Complete a webquest that provides information about the author and his/her background</li> <li>● Interpret independent reading through journal writing</li> <li>● Know different types of conflict <ul style="list-style-type: none"> <li>○ man vs. self</li> <li>○ man vs. nature</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ man vs. society</li> <li>○ man vs. man</li> <li>● Select passages from text to show understanding of conflict types</li> <li>● Demonstrate understanding of vocabulary words from the texts</li> </ul>
<p><b>What specific literacy strategies will be used?</b></p>	<ul style="list-style-type: none"> <li>● <b>Modeling</b>--Through demonstrating response activities and discussions <ul style="list-style-type: none"> <li>○ Shared Writing</li> </ul> </li> <li>● <b>Cooperative Learning</b> <ul style="list-style-type: none"> <li>○ Clock Partner Strategy</li> </ul> </li> <li>● <b>Double-Entry Journal</b></li> <li>● <b>Seven Habits Of A Good Reader will be used while students read independently</b></li> <li>● <b>3 2 1 strategy</b></li> <li>● <b>Student Choices- (choice of independent reading book, choice of items to choose from for project)</b></li> <li>● <b>Prior Knowledge Activation</b></li> </ul>
<p><b>What examples of art will be used?</b></p>	<p>Students will create a Theme poster using construction paper. Some students will have the option to create a book using construction paper versus powerpoint presentation.</p>
<p><b>What types of technology will be incorporated?</b></p>	<p>Students will create a powerpoint presentation. They will choose 17 of the 19 items varying from Literary elements and devices , “ writing revolution” content , author’s biography, and a commentary slide.</p>

December and January (Technology)	
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● Does technology dehumanize us, or is it what makes us human?</li> <li>● Do smartphones and other Internet devices enhance or hurt human relationships?</li> <li>● How can we analyze the relationship we have with the technological world we inhabit?</li> <li>● How can incorporating the Seven Habits of a Good Reader while reading enhance our comprehension of a text?</li> </ul>
<b>Focus/Unit:</b>	<ul style="list-style-type: none"> <li>● Introduction to writing an argumentative essay that includes ample textual evidence and a counterargument.</li> <li>● Reinforcement of literary elements/devices students have learned in (characterization, setting, point of view, conflict, plot and theme) and devices (foreshadowing, irony, metaphor, simile) of fiction.</li> <li>● Writing Revolution: Topic Sentences and Details / Revision (see content)</li> <li>● Reinforcement of The Seven Habits of a Good Reader and annotation</li> </ul>
<b>Content</b>	<p>Throughout this unit, students will engage in activities and discussions that center on the overarching essential questions. The activities and discussions will be based on the following texts:</p> <ul style="list-style-type: none"> <li>● <i>Robot and Frank</i> (film)</li> <li>● Various Youtube clips about technology.</li> <li>● “True Love” by Isaac Asimov</li> <li>● “All Watched Over by Machines of Love and Grace” by Richard Brautigan</li> <li>● “The Veldt” by Ray Bradbury</li> <li>● “If We Can't Have 'Face Time,' At Least We Have FaceTime” by Jamie Krug</li> <li>● “Has Technology Ruined Our Ability To Communicate?” by Natalie Bencivenga</li> <li>● “How Technology Is Killing Eye Contact” by <a href="#">Carolyn Gregoire</a></li> <li>● “Disruptions: More Connected, Yet More Alone” By <a href="#">Nick Bilton</a></li> <li>● “And iPhone Makes Three: Marriage In The Digital Age” by Jennifer Ludden</li> <li>● “How Private is Your Life?” by Andrea Rock</li> <li>● Other articles from <i>The New York Times</i>, <i>The Huffington Post</i>, and <i>Time Magazine</i>.</li> </ul> <p><b><u>Writing Revolution:</u></b></p>

**Topic sentence and details:**

- Given the topic sentence, provide the details
- Given details, provide a topic sentence

**Revision:**

Improve brief, unelaborated paragraphs (with no spelling, capitalization or punctuation errors) following explicit directions such as:

- Expand here
- Insert transition
- Combine
- Improve TS & CS

**Quick Outlines**

- Summary Outlines
- News Summary Outline
- Summary sentence

**Quick Outline work:**

- Given the paragraph, turn it into a Quick Outline
- Given the Quick Outline, draft a paragraph
- Edit for mechanics
  - cap. & punc.
  - spelling
  - grammar/usage punc. (end & internal)

<p><b>Common Core Standards/Skills:</b></p>	<p>Key Ideas and Details: RL.9-10.1, RL.9-10.2, RL.9-10.3          Craft and Structure: RL.9-10.4, RL.9-10.5, RL.9-10.6          Integration of Knowledge and Ideas: RL.9-10.7          Range of Reading and Level of Text Complexity: RL.9-10.10          Responding to Literature: RL.9-10.11          Text Types and Purposes: W.9-10.1, W.9-10.2          Production and Distribution of Writing: W.9-10.4, W.9-10.5, W.9-10.6,          Range of Writing: W.9-10.10          Responding to Literature: W.9-10.11          Conventions of Standard English: L.9-10.1, L.9-10.2          Knowledge of Language: L.9-10.3          Vocabulary Acquisition and Use: L.9-10.4, L.9-10.5, L.9-10.6</p>
<p><b>Ongoing Formative Assessments:</b></p>	<ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Exit-Slips</li> <li>● Journal Entries</li> <li>● Post-Its</li> <li>● KIM chart</li> <li>● Homework Assignments</li> <li>● Read 180 software feedback</li> <li>● Group Work ( Theme Poster)</li> <li>● Double-Entry journals</li> <li>● Flocabulary assessment worksheets</li> <li>● Writing Revolution             <ul style="list-style-type: none"> <li>○ Sentence Work</li> <li>○ Quick Outlines</li> </ul> </li> </ul>

<p><b>Summative Assessment:</b></p>	<p>This unit will culminate in an argumentative essay wherein students respond to the following prompt: <i>Do smartphone and other internet devices enhance or hinder human relations?</i> In this essay, students will have to:</p> <ul style="list-style-type: none"> <li>● Establish a precise and credible position that responds appropriately to the prompt.</li> <li>● Explain your position with claim(s), reasons, and evidence from the texts.</li> <li>● Analyze explicit ideas/information from the text and interpret the author’s meaning and purpose.</li> <li>● Refer to sources when appropriate.</li> <li>● Discuss and respond to counterclaim(s) or alternate claims and/ or evidence.</li> <li>● Represent content from reading materials accurately.</li> <li>● Order ideas and information within and across paragraphs and use appropriate transitional words/phrases in a way that allows the audience to follow the argument.</li> <li>● Include a conclusion that supports the position.</li> <li>● Use language and tone appropriate to the audience and purpose</li> <li>● Demonstrate a command of standard English conventions.</li> </ul>
<p><b>Skills Necessary For Performance Tasks:</b></p>	<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>● Establish a precise and credible position that responds appropriately to the prompt.</li> <li>● Explain a position with claim(s), reasons, and evidence from the texts.</li> <li>● Analyze explicit ideas/information from the text and interpret the author’s meaning and purpose.</li> <li>● Discuss and respond to counterclaim(s) or alternate claims and/ or evidence.</li> <li>● Represent content from reading materials accurately.</li> <li>● Order ideas and information within and across paragraphs and use appropriate transitional words/phrases in a way that allows the audience to follow the argument.</li> <li>● Include a conclusion that supports the position.</li> <li>● Use language and tone appropriate to the audience and purpose</li> </ul>

	<ul style="list-style-type: none"> <li>● Demonstrate a command of standard English conventions.</li> </ul>
<b>What specific literacy strategies will be used?</b>	<ul style="list-style-type: none"> <li>● Double-entry journals</li> <li>● Write-Around</li> <li>● Guided Reading</li> <li>● Anticipatory Questions</li> </ul>
<b>What examples of art will be used?</b>	<ul style="list-style-type: none"> <li>● Students will view the film <i>Robot and Frank</i></li> <li>● Students will watch several Youtube video clips.</li> <li>● Students will create an annotation poster that is based on Richard Brautigan’s poem “All Watched Over By Machines of Loving Grace.” This task will call for students to draw images that pertain to the poem.</li> </ul>
<b>What types of technology will be incorporated?</b>	<ul style="list-style-type: none"> <li>● Promethean ActiveInspire</li> <li>● Document Camera</li> <li>● Keynote for Mac</li> <li>● Microsoft PowerPoint</li> <li>● Flocabulary Website</li> </ul>
<b>February (“The Lady, or the Tiger?”)</b>	

<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● Do we measure the characters we encounter against ourselves?</li> <li>● Why is following the writer’s process important?</li> <li>● How can using textual evidence strengthen our literary essays?</li> <li>● How can incorporating The Seven Habits of a Good Reader enhance our reading comprehension?</li> </ul>
<b>Focus/Unit:</b>	<ul style="list-style-type: none"> <li>● Writing an Argumentative Literary Essay</li> <li>● Reinforcement of literary elements/devices students have learned in (characterization, setting, point of view, conflict, plot and theme) and devices (foreshadowing, irony, metaphor, simile) of fiction.</li> <li>● Writing Revolution: Quick Sentence Work (see content)</li> <li>● Reinforcement of The Seven Habits of a Good Reader and annotation</li> </ul>
<b>Content</b>	<p>When reading, people are constantly making connections, measuring the events of a story against those in their lives and appraising the characters within those stories against themselves and people they know. This is why no two readers share the same experience when reading a text—a unique and fascinating quality inherent to reading. The main goal of this unit is to have my students discover and ultimately appreciate this unique quality.</p> <p>To this end, we have chosen Frank Stockton’s classic short story, “The Lady, or the Tiger,” as the vehicle to help our students get there. “The Lady, or the Tiger” is a story in which the narrator challenges his readers to contemplate which emotion the human heart is most driven by, love or jealousy. In this story, a king’s daughter is in love, but her father does not approve of the young man and sentences him to an arena. There, he must choose between two doors. Behind one is a man-eating tiger; behind the other, a beautiful lady whom he will marry. Though the princess learns which door conceals the tiger, she is torn between deciding to save the life of the man whom she loves, and sending him to the arms of another lady. The story ends with a cliffhanger, leaving the reader to provide the resolution.</p> <p>For the culminating project, students will write an essay that answers the question posed by the narrator:</p>

	<p>"Which came out of the opened door - the lady, or the tiger?" Before drafting their essays, students will review every detail about the princess. During pre-writing, they will be encouraged to always keep in mind that this is a question people have been wrestling with for years, and that they should try to be as convincing as possible in their arguments. Every step of the essay will be scaffold.</p> <p><b><u>Writing Revolution:</u></b>  <b>Quick Outline work:</b></p> <ul style="list-style-type: none"> <li>• Given the paragraph, turn it into a Quick Outline</li> <li>• Given the Quick Outline, draft a paragraph</li> <li>• Edit for mechanics <ul style="list-style-type: none"> <li>○ cap. &amp; punc.</li> <li>○ spelling</li> <li>○ grammar/usage</li> <li>○ punc. (end &amp; internal)</li> </ul> </li> </ul>
<p><b>Common Core Standards/Skills:</b></p>	<p>Key Ideas and Details: RL.9-10.1, RL.9-10.2, RL.9-10.3  Craft and Structure: RL.9-10.4, RL.9-10.5, RL.9-10.6  Integration of Knowledge and Ideas: RL.9-10.7  Range of Reading and Level of Text Complexity: RL.9-10.10  Responding to Literature: RL.9-10.11  Text Types and Purposes: W.9-10.1, W.9-10.2  Production and Distribution of Writing: W.9-10.4, W.9-10.5, W.9-10.6,  Range of Writing: W.9-10.10  Responding to Literature: W.9-10.11  Conventions of Standard English: L.9-10.1, L.9-10.2  Knowledge of Language: L.9-10.3  Vocabulary Acquisition and Use: L.9-10.4, L.9-10.5, L.9-10.6</p>

<p><b>Ongoing Formative Assessments:</b></p>	<ul style="list-style-type: none"> <li>● Journal entries</li> <li>● Two-Word Strategy</li> <li>● Graphic organizers on conflict</li> <li>● Graphic organizers on summarizing</li> <li>● Reading comprehension worksheets that contain high-order thinking questions modeled after and guided by Bloom’s Taxonomy.</li> <li>● Character Journals where students write journal entries from the perspective of the characters.</li> <li>● Annotation of text (evidence of The Seven Habits of a Good Reader)</li> <li>● Review games <ul style="list-style-type: none"> <li>○ Jeopardy based on literary elements and vocabulary from both texts.</li> <li>○ I Have/Who Has</li> </ul> </li> <li>● Vocabulary worksheets</li> <li>● Sentences using new vocabulary words</li> <li>● Vocabulary Quizzes</li> </ul>
<p><b>Summative Assessment:</b></p>	<p>For the culminating project, students will write an argumentative essay that answers the question posed by the narrator: "Which came out of the opened door - the lady, or the tiger?" Every step of the essay will be scaffold.</p>
<p><b>What specific literacy strategies will be used?</b></p>	<ul style="list-style-type: none"> <li>● Double-entry journals</li> <li>● Write-Around</li> <li>● Guided Reading</li> <li>● Anticipatory Questions</li> </ul>

<b>What examples of art will be used?</b>	<ul style="list-style-type: none"> <li>● Sound effects: music, sound effects of tiger</li> <li>● To teach students the concept of a counterargument, they will watch the final battle scene in the film <i>8 Mile</i>.</li> <li>● To master some of the vocabulary in the story, students will use the K.I.M vocabulary strategy, which calls for students to draw memory cues for each of the new words.</li> </ul>
<b>What types of technology will be incorporated?</b>	<p>To support the visual learners, various forms of multimedia will be used, such as</p> <ul style="list-style-type: none"> <li>● Promethean Active Board</li> <li>● Films</li> <li>● Video clips</li> <li>● Keynote presentation</li> <li>● MP3 files: <ul style="list-style-type: none"> <li>○ Sound effect of a tiger</li> <li>○ Wedding song</li> </ul> </li> </ul>
<b>March and April ( <i>Speak</i> )</b>	
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How can we explore the significant changes and challenges inherent in the transition from middle school to high school</li> <li>● How do our experiences shape us?</li> <li>● How are individuals disconnected from their community?</li> </ul> <p>How can we inform others about important issues?</p>

<p><b>Focus/Unit:</b></p>	<ul style="list-style-type: none"> <li>● Reinforcement of literary elements/devices students have learned in (characterization, setting, point of view, conflict, plot and theme) and devices (foreshadowing, irony, metaphor, simile) of fiction.</li> <li>● Writing Revolution: Note-taking, Quick Outline, Writing Multiple Paragraphs</li> <li>● Reinforcement of The Seven Habits of a Good Reader and annotation</li> <li>● Write a thematic essay about how a theme is developed throughout the novel</li> </ul>
<p><b>Content</b></p>	<p><b>Students will:</b></p> <p>Understand that literature can help us to be empathetic toward others experiences.</p> <p>Understand the challenges from transitioning from middle to high school</p> <p>To demonstrate and explain knowledge about teen issues ( date rape, alcohol consumption, depression, bullying)</p> <p>Understand the seriousness and consequences of bullying.</p> <p>Create real world connections between literature and society.</p> <p>Identify and explain literary elements of symbolism, point of view and characterization.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze in detail 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.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b><u>Writing Revolution</u></b>  <b>Introduction to the Multiple Paragraph Outline (MPO) as a tool to build essays</b></p>

	<p><b>Continue sentence work:</b></p> <ul style="list-style-type: none"> <li>• Continue all strategies introduced in semester 1</li> <li>• Embed strategies in revision activities</li> </ul> <p><b>Outline work:</b></p> <ul style="list-style-type: none"> <li>• Identify GS, SS, and Th. St.</li> <li>• Practice MPO pre-requisites: <ul style="list-style-type: none"> <li>○ Key words &amp; phrases, abbreviations &amp; symbols (p. 126)</li> <li>○ Developing categories (p. 93)</li> <li>○ Select appropriate details</li> </ul> </li> </ul> <p>Distinguish b/w general/specific statements (p. 97)</p>
<p><b>Common Core Standards</b></p>	<p>RL.9-10.1</p> <p>RL.9-10.2</p> <p>RL.9-10.4</p> <p>SL.9-10.2</p> <p>SL.9-10.3</p> <p>SL.9-10.5</p>

<p><b>Ongoing Formative Assessments:</b></p>	<p>Daily Warm Ups/Journal Entries          Anticipation Guide          Reading Log          Discussion Groups          Written Conversation          Compare/Contrast the movie and book.          Quizzes          Exit Ticket          Tree Symbol Writing/Art project          Character POV Writing  <i>Speak</i> Soundtrack          PSA Video about selected Teen Issues  <i>Speak</i> by Laurie Halse Anderson          The Three Little Pigs" (told from two POVs)          Selected Non-Fiction for Research Project          Differentiated worksheets and assignments          Student Choice for Project Topic          Video Clip of Understanding Columbine          Video Clip from Bullycides  <i>Speak</i> the movie          Selection of poems by former student, Rysheeda Rogers &amp; Laurie Halse Anderson</p>
<p><b>Summative Assessment:</b></p>	<p>Thematic Essay--Students will write an essay that describes how a theme is developed throughout the novel.</p>

<p><b>Skills Necessary For Performance Tasks:</b></p>	<p>Recognize and define the meaning of the vocabulary words</p> <p>Devise and execute a community service project related to Speak Out</p> <p>Recognize, analyze and evaluate an author’s use of literary elements such as mood, tone, theme, point of view, diction, dialog and figurative in Speak and related literature</p> <p>Compare and/or contrast universality of themes in Speak with real-life experiences and/or other works of literature</p> <p>Plan, organize, develop, produce and evaluate an effective multimedia presentation, (using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media).</p> <p>Conduct an interview, taking appropriate notes and summarizing the information learned</p> <p>Extract, summarize, clarify, and interpret critical details and elements of literature.</p> <p>Supporting assertions with evidence.</p> <p>Relate new information to prior knowledge and make predictions based on evidence presented and extend the ideas presented in the text.</p>
<p><b>What specific literacy strategies will be used?</b></p>	<p>Read-Aloud</p> <p>Paired- Reading</p> <p><b>Modeling</b>--Through demonstrating response activities and discussions</p> <ul style="list-style-type: none"> <li>o Shared Writing</li> </ul> <p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li>o Clock Partner Strategy</li> </ul> <p>Double-Entry Journal</p> <p>Annotation (Seven Habits Of A Good Reader)</p> <p>Foldables-Vocabulary building</p> <p>Flocabulary</p> <p>Writer’s Process</p> <p>Writing Revolution- ( Note-taking strategies, Quick Outline, Editing, Revising)</p> <p>Write-Around</p>

<b>What examples of art will be used?</b>	Students will create a “ Date Rape” poster to heighten awareness of the topic They will create a Tree/Symbol writing Art Project
<b>What types of technology will be incorporated?</b>	Plan, organize, develop, produce and evaluate an effective multimedia presentation, (using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media). Smart Board Film (Speak) Video clips Keynote presentations
<b>May thru Mid-June (Common Core Regents--Literary Elements Task)</b>	
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How can we effectively analyze texts of varying levels of difficulty?</li> <li>● How can we effectively tackle Task 3 of the Common Core English Regents?</li> <li>● How can we consistently identify the main ideas of the texts we read?</li> <li>● How do authors use literary elements (conflict, theme, setting) and literary devices (alliteration, similes, metaphors) to convey messages?</li> <li>● How can incorporating The Seven Habits of a Good Reader while reading enhance our reading comprehension?</li> </ul>
<b>Focus/Unit:</b>	<ul style="list-style-type: none"> <li>● Text-Analysis Response / Task III of the Common Core English Regents</li> <li>● Reinforcement of literary elements/devices students have learned in (characterization, setting, point of view, conflict, plot and theme) and devices (foreshadowing, irony, metaphor, simile) of fiction.</li> <li>● Writing Revolution: Multiple Paragraph Outlines (see content)</li> <li>● Reinforcement of The Seven Habits of a Good Reader and annotation</li> </ul>

## Content

The objective of this unit is to prepare students for Part 3 of the Common Core English Regents. For this section of the Regents, students are asked to thoroughly read a challenging text and write a well-developed, text-based response of two to three paragraphs. In their response, they will have to identify a central idea in the text and analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. To support their analysis, students will be asked to provide strong evidence.

Throughout this unit, students will engage in activities and discussions that center on developing the aforementioned skill. Many of the activities and discussions will be based on various texts, some of which are listed below:

- "The Sniper" by Liam O'Flaherty
- "The Man He Killed" by Thomas Hardy (optional)
- "The Sound of Thunder" by Ray Bradbury
- "The Scarlet Ibis" by James Hurst
- "The Cask of Amontillado" by Edgar Allen Poe (optional)

### Writing Revolution

#### **Outline work:**

- Write general, specific and thesis statements  
Write a complete body paragraph for one supporting category on the MPO
- Continue practice MPO pre-requisites:
  - Key words & phrases, abbreviations & symbols (p. 126)
  - Developing categories (p. 93)
  - Select appropriate details
- Discern what the prompt is asking
  - Introduction to text structures such as compare & contrast; problem-solution (see text structure grid)

	<p><b>Text-based Outline:</b>  Choosing evidence from text:</p> <ul style="list-style-type: none"> <li>• Students provided with text(s) (primary sources, articles, statistics, quotes, etc.) to incorporate evidence into MPO</li> <li>• Quote selection/ choosing “best evidence”</li> <li>• Introduce citation format</li> </ul> <p><b>Introduction to argumentative MPO</b></p> <ul style="list-style-type: none"> <li>• Develop categories based on argumentative prompts (claim &amp; counterclaim)</li> <li>• Change of direction transitions</li> <li>• Subordinating conjunctions (<i>While, Although, Even though</i>)</li> </ul>
<p><b>Common Core Standards/Skills:</b></p>	<p><b>Key Ideas and Details</b>  RL.9-10.1, RL.9-10.2, RL.9-10.3,</p> <p><b>Craft and Structure</b>  RL.9-10.4, RL.9-10.5, RL.9-10.6,</p> <p><b>Integration of Knowledge and Ideas</b>  RL.9-10.7</p> <p><b>Range of Reading and Level of Text Complexity</b>  RL.9-10.10</p> <p><b>Responding to Literature</b>  RL.9-10.11</p>

	<p><b>Text Types and Purposes</b> W.9-10.1, W.9-10.2</p> <p><b>Production and Distribution of Writing</b> W.9-10.4, W.9-10.5, W.9-10.6</p> <p><b>Range of Writing</b> W.9-10.10</p> <p><b>Responding to Literature</b> W.9-10.11</p> <p><b>Conventions of Standard English</b> L.9-10.1, L.9-10.2</p> <p><b>Knowledge of Language</b> L.9-10.3</p> <p><b>Vocabulary Acquisition and Use</b> L.9-10.4, L.9-10.5, L.9-10.6</p>
<p><b>Ongoing Formative Assessments:</b></p>	<ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Exit-Slips</li> <li>● Journal Entries</li> <li>● Post-Its</li> <li>● KIM chart</li> <li>● Homework Assignments</li> <li>● Read 180 software feedback</li> <li>● Group Work ( Literary Element Poster)</li> <li>● Double-Entry journals</li> </ul>

	<ul style="list-style-type: none"> <li>● Flocabulary assessment worksheets</li> </ul>
<b>Summative Assessment:</b>	<p>1) Students receive an assignment that will be fashioned after Task 3 of the English Common Core Regents. In this assignment, students will create their own Task III of the regents. The process will be as follows:</p> <ul style="list-style-type: none"> <li>(a) Students will select a theme of their choosing (e.g., love, friendship, betrayal, etc.)</li> <li>(b) Students will then find a poem or short story that revolves around their selected theme. If they wish, their poems can be the lyrics to a song. A student focusing on <i>betrayal</i>, for example, could choose to select the lyrics to Rihanna’s hit "Unfaithful," a song in which the singer expresses her guilt at having betrayed her lover.</li> <li>(c) Subsequently, students will be asked to thoroughly analyze their selected text to determine how the authors incorporated literary elements and techniques to develop the passages.</li> <li>(d) Students will write a text-analysis for the text they have selected.</li> </ul>
<b>Skills Necessary For Performance Tasks:</b>	<p>In order to complete the performance task, students must be able to:</p> <ul style="list-style-type: none"> <li>● Identify a central idea in the text</li> <li>● Analyze how the author’s use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.</li> <li>● Use strong and thorough evidence from the text to support their analysis</li> <li>● Organize their ideas in a cohesive and coherent manner</li> <li>● Maintain a formal style of writing</li> <li>● Follow the conventions of standard written English</li> </ul>
<b>What specific literacy</b>	<ul style="list-style-type: none"> <li>● Double-entry journals</li> </ul>

<b>strategies will be used?</b>	<ul style="list-style-type: none"> <li>● Write-Around</li> <li>● Guided Reading</li> <li>● Anticipatory Questions</li> <li>● Modeling--Through demonstrating response activities and discussions</li> <li>● Shared Writing</li> <li>● Cooperative Learning</li> <li>● Clock Partner Strategy</li> <li>● Seven Habits Of A Good Reader will be used while students read independently</li> <li>● 3-2-1 strategy</li> </ul>
<b>What examples of art will be used?</b>	<p><b><u>Examples of Art:</u></b></p> <ul style="list-style-type: none"> <li>● For the final project, students will be asked to do a text analysis for the lyrics to a song of their choosing.</li> <li>● Students will be required to create a literary element poster for two of the short stories.</li> </ul>
<b>What types of technology will be incorporated?</b>	<ul style="list-style-type: none"> <li>● Promethean Active Inspire</li> <li>● Document Cameras</li> <li>● Keynote for Mac</li> <li>● Microsoft PowerPoint</li> <li>● Flocabulary Website</li> <li>● Discovery Website</li> </ul>