

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Exploring Elements of Literature (Unit 1)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	9 instructional days (three curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority Standards: CCSS

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. (9-10.R.L.2)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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 of meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)

Spell correctly. (9-10.L.2c)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE	a theme or central idea of a text	4
ANALYZE (in detail)	the development of a theme or central idea over the course of a text <ul style="list-style-type: none"> • how it emerges • how it is shaped and refined by specific details 	4
PROVIDE	an objective summary of the text	2
WRITE	narratives to develop real or imagined experiences or events using <ul style="list-style-type: none"> • effective technique • well-chosen details • well-structured event sequences 	6
INITIATE	a range of collaborative discussions <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led with diverse partners on grades 9-10 topics, texts, and issues	6
PARTICIPATE	in a range of collaborative discussions <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	6
COME	to discussions prepared, having read and researched material under study	2
DRAW	on preparation for discussions explicitly by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas	3
DETERMINE/CLARIFY	the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies	3
USE	context as a clue to the meaning of a word or phrase	3

Essential Questions

1. What are the elements of fiction? How do they help us make meaning of literature?
2. What are the structures of narrative writing, and how can I employ them?
3. How do I become part of a community of readers and writers? What rules and routines should we adopt in this classroom?

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Literature for Unit 1

Short Stories: (fictional personal narratives)

- “Charles” by Shirley Jackson
- “Sucker” by Carson McCullers
- “In the Heat” by Robert Cormier
- “Last Rung on the Ladder” by Stephen King
- “St. Agnes Sends the Golden Boy” by Cin Forshay-Lunsford
- “Protestants Cry, Too” by Robert Cormier

General Vocabulary for Unit 1

Setting	Climax (types)	Theme	Dynamic character	Flat character
Exposition	Falling action	Protagonist	Static character	Stock character
Rising action	Denouement	Antagonist	Round character	Infer/Inference

Short Story Focal Points:	Standards Addressed:
<p><i>“Charles,” by Shirley Jackson</i></p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Narrative structure: sequential • Literary effects: surprise ending • Close text analysis: Inferences (Laurie is Charles) <p style="padding-left: 100px;">Evidence of Laurie’s “growing up”</p> <p style="padding-left: 100px;">Impact of lax parenting on behavior</p> <ul style="list-style-type: none"> • Application of terms: Antagonist vs. Protagonist <p style="padding-left: 100px;">Conflict (types and manifestation)</p> <p style="padding-left: 100px;">Theme (articulation, development)</p> <p>Possible journal prompts or entrance slips:</p> <ul style="list-style-type: none"> • A number of conflicts are manifested throughout the story. Please identify one of these, naming it by type and then providing textual evidence to prove its existence. • Decide whether or not there are a traditional protagonist and antagonist in this story. Identify them, citing textual evidence to support your analysis. • Starting Kindergarten is a rite of passage in any child’s life. Provide evidence from the story that reveals Laurie is undergoing both physical and emotional change during this milestone. • Who is to blame for Laurie’s behavior? Is it the result of his own choices and the changes he is experiencing, or is the result of his parents’ supervision of and interaction with him? Develop an opinion and support it with evidence from the text. <p>Possible exit tickets:</p> <ul style="list-style-type: none"> • Shirley Jackson incorporates a surprise ending. What clues does she include in the story that allow you to infer that Laurie is, in fact, Charles? • What are the advantages of using sequential narration for this story? How does it contribute to the effectiveness of the piece? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p>

Short Story Focal Points:	Standards Addressed:
<p><i>“Sucker,” by Carson McCullers</i></p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Narrative structure: non-sequential • Literary effects: Flashback Foreshadowing • Close text analysis: Character development (Pete) Character development (Sucker) Impact of desire on behavior • Application of terms: Antagonist vs. Protagonist Conflict (types and manifestation) Theme (articulation, development) <p>Possible journal prompts or entrance slips:</p> <ul style="list-style-type: none"> • Cite two examples of foreshadowing from the story. Explain how they contribute to the effectiveness of the narration. • Using specific textual evidence from the beginning, middle, and end of the story, explain how Pete changed throughout the story. • Using specific textual evidence from the beginning, middle, and end of the story, explain how Sucker (Richard) changed throughout the story. • Define a dynamic character, and then identify one such character from the story. Use textual evidence to prove that the character you selected is, in fact, dynamic. • Based on narration provided by Pete in the first two paragraphs of the story, explain how it is ironic that all Sucker ever wanted was for Pete to love him like a brother. <p>Possible exit tickets:</p> <ul style="list-style-type: none"> • Based upon in-class discussion of “Sucker,” articulate your understanding of the theme of this story. Provide evidence from the text that supports your analysis. • Why might Carson McCullers have elected to use non-sequential narration to tell this story? What is the advantage of revealing the end at the very beginning? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p>

Short Story Focal Points:	Standards Addressed:
<p><i>"In the Heat," by Robert Cormier</i></p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Narrative structure: non-sequential • Literary effects: Flashback (<i>seemingly</i> unrelated to plot) <ul style="list-style-type: none"> Use of metaphor ("My heart is Hiroshima.") • Close text analysis: Character development (Ruth) <ul style="list-style-type: none"> Languages of grief • Application of terms: Conflict (types and manifestation) <ul style="list-style-type: none"> Theme (articulation, development) Character types (stock, round) <p>Possible journal prompts or entrance slips:</p> <ul style="list-style-type: none"> • Ruth is dead for the duration of the short story, but it could be argued that she is the most well-developed character. List five adjectives to describe Ruth and then provide textual evidence to prove that the adjective is, in fact, an accurate description. • People grieve in different ways, and the narrator refers to the problem of speaking "different languages of grief." Cite some of the many languages of grief demonstrated by characters in the story. • What does the narrator mean when he says Ruth's belonging are "like unexploded time bombs in unexpected places"? • Why do you suppose Robert Cormier chose to incorporate the flashback sequences, all of which recount episodes from the narrator's childhood rather than episodes related to his life with Ruth? • Articulate a theme of this story, and provide evidence from the narration that proves your analysis is credible. <p>Possible exit tickets:</p> <ul style="list-style-type: none"> • What do you believe is the significance of the title? • Why do you think Ruth said, while in the hospital, "I'm so humiliated."? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p>

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| <ul style="list-style-type: none">• What do you think killed Ruth? Does your guess reveal anything further about Ruth's behavior or character? | |
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Short Story Focal Points:	Standards Addressed:
<p><i>“The Last Rung on the Ladder,” by Stephen King</i></p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Narrative structure: non-sequential • Literary effects: Foreshadowing Flashback • Close text analysis: Angel imagery in Kitty’s description Consequences of values Symmetry of barn fall and suicide • Application of terms: Conflict (types and manifestation) Theme (articulation, development) Symbolism (fallen angel) • Essential vocabulary: haymow; demurely; swanned (as in swan-dived); call girl <p>Possible journal prompts or entrance slips:</p> <ul style="list-style-type: none"> • As you read, list all the physical descriptions King uses for Kitty. At the conclusion of the story, take a look at your completed list and formulate a guess as to what sort of image King was attempting to shape in the reader’s mind regarding Kitty. • What is a “call girl”? Knowing this definition, describe the changes Kitty undergoes from her days as a blindly trusting eight year-old in Nebraska to her untimely end in L.A. • Larry and Kitty prioritize vastly different things in their lives. Choose one character, and use passages from the text to identify the character’s priority and then to reflect upon the consequences of selecting <i>that</i> as a priority in life. <p>Possible exit tickets:</p> <ul style="list-style-type: none"> • Why does Stephen King include the lengthy description of the barn incident since it happened so long ago? • Did the outcome of the barn incident help or harm Kitty in the long run? Either answer could be correct, but you must use text to support your position. • Same as above; substitute Larry for Kitty. 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p>

Short Story Focal Points:	Standards Addressed:
<p><i>“St. Agnes Sends the Golden Boy” by Cin Forshay-Lunsford</i></p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Narrative structure: sequential • Literary effects: Use of symbolism • Close text analysis: Evidence that Jack is Golden Boy <ul style="list-style-type: none"> Reality informs dreams • Application of terms: Conflict (types and manifestation) <ul style="list-style-type: none"> Theme (articulation, development) Symbolism (muddy brown boy; water setting; Gothic setting) <p>Possible journal prompts or entrance slips:</p> <ul style="list-style-type: none"> • Forshay-Lunsford utilizes symbolism in the dream sequence. Please select two symbolic elements and determine what they are meant to represent. • Often reality informs our dreams. Identify specific passages from the “reality” of the short story that might have influenced the dream Maddie had. • On page 19, the Golden Boy takes Maddie underwater, and she can, surprisingly, see clearly and breathe easily. Interpret this symbolism. • What inference does Forshay-Lunsford expect her readers will make after reading the last sentence? What evidence from the story contributes to the development of this inference? <p>Possible exit tickets:</p> <ul style="list-style-type: none"> • What is the theme of this story? • What lesson(s) can any teenager draw from this story? • Knowing that St. Agnes is alleged to reveal one’s “true love” through the dream, and St. Agnes showed the Golden Boy, is it believable that the Golden Boy is Jack Mason? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p>

Short Story Focal Points:	Standards Addressed:
<p><i>“Protestants Cry, Too”</i> by Robert Cormier</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Narrative structure: sequential • Close text analysis: Admirable traits in Armand Value system of Mr. Renault Attributes (in this era) of manliness • Application of terms: Conflict (types and manifestation) Theme (articulation, development) <p>Possible journal prompts or entrance slips:</p> <ul style="list-style-type: none"> • Noting specific passages from the text, describe the traits possessed by Armand that make his younger brother Jerry, the narrator, admire him so much <i>in the beginning of the story</i>. • Mr. Renault is an honest, hard-working man, but one of contradictions. Describe some of the hypocrisies in Mr. Renault’s belief system, citing specific passages from the text. • What, according to Mr. Renault, are the shortcomings of Protestants? Based on her actions and words in the story, does Jessica seem to possess these shortcomings? Explain in detail, using passages from the text to support your stance. • Early in the story, what attributes, cited by Armand’s father, make Armand “man enough” to marry? By the end of the story, the family perception of “man enough” seems to have changed. What attributes does it include by the story’s end? • Why does Mr. Renault hurry Jerry along to catch up to Jessica in the end? What does this suggest about Mr. Renault’s character? <p>Possible exit tickets:</p> <ul style="list-style-type: none"> • Why might Robert Cormier have elected to use a little boy as the narrator rather than one of the older characters? How does this shape the reader’s perception of the events as they unfold? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p>

Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards in Unit 1:

<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: _____ Date: _____

Student Name	Directed Notes taken; response assignment completed (9-10.S.L.1a)	Volunteers participation in analytical discussion (9-10.S.L.1)	Speaks clearly, fluently articulating ideas (9-10.S.L.6)	Cites textual evidence in responding (9-10.S.L.1a)	Responds to peer opinion through development or dissent (9-10.S.L.1d)	Total Points (out of 10)
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of Unit 1.

Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

<p>Definition:</p>	<p>Part of Speech:</p>	<p>Synonym:</p>	<p>Antonym:</p>
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Sentence: _____

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - Using words in a sentence
 - Identifying pictures with vocabulary words
 - Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- By students to self-evaluate
- By students to peer-evaluate
- By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Summative Assessment

Meant to measure progress toward **priority** and supporting standards in Unit 1:

<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p>	<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)</p>	<p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>	<p>Spell correctly. (9-10.L.2c)</p>
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The Prompt:

The short stories studied in this unit have in common the fact that they are all told as first person narratives. We spent time discussing the impact of the sequence of narration but also the impact of the selection of the narrator. The day of a mother's funeral would no doubt seem different as told by her son than by her husband. Kitty would have a different read on the incident in the barn or on her failed marriages than Larry. Armand's perspective of his family's reaction to his choosing Jessica as a bride would not likely match that of Jerry.

Your task is to select any one of the short stories we studied in this unit. Then, you are to select a first person narrator from the existing characters, a narrator *different* than the one selected by the author of the story. Finally, you are to type a 3-5 page variation of the short story, or a portion thereof. Your narration will be first person, but **your story will not simply be a replica of the original.** Your choice of narrator will greatly impact the tone of the story. To be successful, you must go back to the original story and closely study the text, pulling all the details you can about your narrator of choice. Your narrator's age, gender, interests, personality, and moral fiber will impact the way he or she interprets and recounts events in your essay. Your narrator *will not* have noticed some of the things the author's narrator did, but your narrator will also have noticed *other* details, which you are free to embellish. There is creative license here, but everything you write must be *believable* based on what we know about your narrator and the plot from the original story.

As always, be sure to look closely at the scoring rubric before you begin so you know what skills are being assessed and what the standards of success truly are.

Scoring Rubric

Unit 1 narrative writing assignment

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Incorporates narrative detail (9-10.W.3)	Includes an exceptional level of narrative detail, richly enhancing the basic plot	Includes acceptable level of narrative detail, enhancing the basic plot	Includes moderate level of narrative detail, somewhat enhancing the basic plot	Includes limited narrative details beyond the basics of the plot	Includes little to no narrative detail beyond the basics of the plot	Does not include any narrative details beyond the basics of the plot
Incorporates descriptive detail (9-10.W.3d)	Includes an exceptional level of descriptive detail, conveying a vivid picture of events, settings, or characters	Includes an acceptable level of descriptive detail, enhancing the mental picture of events, settings, or characters	Includes a moderate level of descriptive detail, somewhat enhancing the mental picture of events, settings, or characters	Includes limited descriptive detail, scarcely enhancing the mental picture of events, settings, or characters	Includes little to no descriptive detail, failing to convey a mental picture of events, settings, or characters	Does not include any descriptive details beyond basic information regarding events, settings, or characters
Employs effective sequencing techniques (9-10.W.3c)	Utilizes a plot sequence that reveals the elements of the plot with exceptional logic and clarity	Utilizes a plot sequence that reveals the elements of the plot with acceptable logic and clarity	Utilizes a plot sequence that reveals the elements of the plot with moderate logic and clarity	Utilizes a plot sequence that reveals the elements of the plot with limited logic and clarity	Utilizes a plot sequence that seems inconsistent or ill-conceived, obscuring clarity of the plot	Does not utilize a clear plot sequencing strategy; plot details are unclear and/or incomplete
Follows grammatical and mechanical rules in writing (9-10.W.4)	Free of most mistakes in grammar, word usage, and mechanics	Generally free of mistakes in grammar, word usage, and mechanics	Contains some mistakes in grammar, word usage, and mechanics	Contains many mistakes in grammar, word usage, and mechanics	Contains frequent mistakes in grammar, word usage, and mechanics	Grammar and word usage are so poor, they interfere with meaning; very poor mechanics
Spells correctly (9-10.L.2c)	Free of all spelling errors	Nearly free of all spelling errors	Contains some spelling errors	Contains many spelling errors	Contains frequent spelling errors	Spelling is so consistently poor that meaning is negatively impacted

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Exploring Elements of Informational Text (Unit 2)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	9 instructional days (3 instructional weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority Standards: CCSS

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. (9-10.I.T.2)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic. (9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Spell correctly. (9-10.L.2c)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE	a central idea of a text	4
ANALYZE	the development of a central idea over the course of a text <ul style="list-style-type: none"> • how it emerges • how it is shaped and refined by specific details 	4
PROVIDE	an objective summary of the text	2
WRITE	Informative/explanatory texts to examine and convey complex: <ul style="list-style-type: none"> • ideas • concepts • information <div style="border: 1px solid black; padding: 2px; display: inline-block; vertical-align: middle;"> clearly and accurately through effective selection, organization, and analysis of content. </div>	6
DETERMINE/CLARIFY	the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies	3
USE	context as a clue to the meaning of a word or phrase	3

Essential Questions

4. What are the elements and conventions of informational text? How do they help us make meaning of literature?
5. What are the structures of informative/explanatory writing, and how can I employ them?

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Informational Reading for Unit 2

Journal, magazine, and newspaper articles:

Foundational article:

Schulten, Katherine. "Compare-Contrast, Cause-Effect, Problem-Solution: Common 'Text Types' in The Times." The New York Times. December 12, 2001.

Compare-Contrast exemplars: (can be updated/modified regularly)

- Asay, Matt. "No winner in Android v iPhone 2011 marathon." The Register. 23 December 2011
- Darling-Hamilton, Linda. "U.S. vs highest-achieving nations in education." The Washington Post. 23 March 2011.
- Stainburn, Samantha. "Clothes-Minded." Teacher Magazine. May/June 2005.

Cause-Effect exemplars:

- Begley, Sharon. "Are You Ready for More?" Newsweek. 06 June 2011.
- Borenstein, Seth. "Aflockalypse now? Turns out mass bird deaths are quite common." The Christian Science Monitor. 07 January 2011.
- Hata, Mikoto. "Antarctic Whaling on Verge of Disappearing." Yomiuri Shimbun. 19 February 2011.
- Rivera, Carla. "Adult Dishonesty Sown Early, Study Finds." Los Angeles Times. 29 October 2009.

Problem-Solution exemplars:

- Chu, Kathy. "From Toilets to Tap." USA Today. 03 March 2011.
- Precious, Tom. "Push is on to Make Messaging While Driving a Primary Offense." Buffalo News. 10 May 2011.
- Waldmeir, Patti. "China's Abandoned Baby Shame." National Post. 17 August 2011.

Bullying articles:

Examples of bullying:

- Barry, Dan. "A Boy the Bullies Love to Beat Up, Repeatedly." The New York Times. 24 March 2008.
- Kimmel, Michael. "A War Against Boys?" Tikkun. Nov/Dec 2000.
- Males, Mike and Lind, Meda-Chesney. "The Myth of Mean Girls." The New York Times. 02 April 2010.
- Paul, Pamela. "The Playground Gets Even Tougher." The New York Times. 08 October 2010.

Motivation for bullying:

- Grier, Peter. "The Heart of a High School: Peers as Collective Parent." Christian Science Monitor. 24 April 2000.
- Parker-Pope, Tara. "Web of Popularity, Achieved by Bullying." The New York Times. 14 February 2011.
- Paul, Pamela. "Maybe Bullies Just Want to Be Loved." The New York Times. 21 May 2010.

Response to bullying:

- Belkin, Lisa. "Turning In Your Child for Bullying." The New York Times. 22 March 2011.
- Boyd, Danah and Marwick, Alice. "Bullying as True Drama." The New York Times. 22 September 2011.
- Helft, Miguel. "Facebook Wrestles With Free Speech and Civility." The New York Times. 12 December 2010.
- Hoffman, Jan. "As Bullies Go Digital, Parents Play Catch-Up." The New York Times. 4 December 2010.

Bullying into adulthood:

- Klaus, Peggy. "A Sisterhood of Workplace Infighting." The New York Times. 11 January 2009.
- Parker-Pope, Tara. "When the Bully Sits in the Next Cubicle." The New York Times. 25 March 2008.
- Span, Paula. "Mean Girls in Assisted Living." The New York Times. 31 May 2011.

General Vocabulary for Unit 2

Lead (journalism) Longitudinal Assert/Assertion Imply/Implication
Other contextual vocabulary (TBD)

Instructional Focal Points for Unit 2	Standards Addressed:
<p>Day One (possibly a short Monday block):</p> <ul style="list-style-type: none"> • Introduce (using both the definition and exemplars) the concept of a journalistic lead and the many variations thereof: <ul style="list-style-type: none"> a. Who d. Where g. Quotation j. Punch b. What e. Why h. Question k. Irony c. When f. How i. Feature l. Humor • Focal points for students: <ul style="list-style-type: none"> a. distinguishing between summary lead variations b. cultivating decoding strategies which help a reader gain an idea of the tone and content of an article before they read the entire article c. summarizing d. decoding unfamiliar vocabulary using both context clues and traditional reference materials e. writing informational leads with appropriate tone • Possible student tasks: <ul style="list-style-type: none"> a. Provide small collaborative groups with envelopes of various leads, which they must categorize correctly; follow-up discussion could focus on tone...would you necessarily want a humorous article as a source for a research project? In searching for interesting personal essays, would you be most interested by one that began traditionally or with irony or feature-style? b. Proceed to the library after an introductory mini lesson and provide students the opportunity to use periodicals and/or the internet to find examples of each type of lead; complete for homework. More rigorous: find examples of each type of lead, all on articles about the same topic. c. Assign each student a topic, and have him/her write each type of lead for that topic. Vary it by offering different parameters for the leads: the lead that would be in <i>The Day</i>, the lead that would be in <i>The Colonel</i>, the lead that would be in <i>The Onion</i>, etc. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</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. (9-10.I.T.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>

Instructional Focal Points for Unit 2	Standards Addressed:			
<p>Days Two, Three, and Four:</p> <ul style="list-style-type: none"> Introduce informative reading structure as regards newspaper/magazine/journal articles <ol style="list-style-type: none"> Compare-Contrast Cause-Effect Problem-Solution <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Each of these structures has indicative key words.</i></p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p>Compare-Contrast</p> <ul style="list-style-type: none"> <i>in comparison</i> <i>by contrast</i> <i>similarly</i> <i>but</i> <i>on the other hand</i> <i>on the contrary</i> <i>yet</i> <i>however</i> <i>despite</i> <i>similarly</i> <i>as opposed to</i> </td> <td style="width: 33%; padding: 5px;"> <p>Cause-Effect</p> <ul style="list-style-type: none"> <i>for this reason</i> <i>thus</i> <i>since</i> <i>in order to</i> <i>as a result</i> <i>therefore</i> <i>consequently</i> <i>because</i> <i>due to</i> <i>the result of which</i> <i>on account of</i> </td> <td style="width: 33%; padding: 5px;"> <p>Problem-Solution</p> <ul style="list-style-type: none"> <i>problem</i> <i>solution</i> <i>because</i> <i>cause</i> <i>since</i> <i>as a result</i> <i>in order to</i> <i>so that</i> <i>proposed</i> <i>suggested</i> <i>resolved</i> </td> </tr> </table> <ul style="list-style-type: none"> Use rigorous exemplar articles about <u>interesting/relevant/timely</u> topics to provide students with a model for each informative structure. Focus on a single informative structure each day. Focal points for students: <ol style="list-style-type: none"> recognizing (and differentiating between) article structures and key words comprehending article content annotating text to facilitate reading comprehension decoding unfamiliar vocabulary using both context clues and traditional reference materials recognizing proper methods of quotation integration integrating quotations properly into writing Possible student tasks: <ol style="list-style-type: none"> SSR to Think-Pair-Share: students read an article silently, annotating their texts in preparation for a response to a question given before the reading began (<i>ex: What does the author provide as primary examples for the decline of Arctic whale hunting?</i>). Students have time to bullet out their own response, then pair with a peer to compare outcomes and report. Journal responses: students read an article in class or for homework, then respond to a journal prompt designed to draw upon their ability to identify central ideas in a text (9-10.I.T.2) and to cite specific textual evidence (9-10.I.T.1) as well as incorporate written textual quotations to demonstrate comprehension. Vocabulary: for homework or in class (think-pair-share), students work on vocabulary decoding. 	<p>Compare-Contrast</p> <ul style="list-style-type: none"> <i>in comparison</i> <i>by contrast</i> <i>similarly</i> <i>but</i> <i>on the other hand</i> <i>on the contrary</i> <i>yet</i> <i>however</i> <i>despite</i> <i>similarly</i> <i>as opposed to</i> 	<p>Cause-Effect</p> <ul style="list-style-type: none"> <i>for this reason</i> <i>thus</i> <i>since</i> <i>in order to</i> <i>as a result</i> <i>therefore</i> <i>consequently</i> <i>because</i> <i>due to</i> <i>the result of which</i> <i>on account of</i> 	<p>Problem-Solution</p> <ul style="list-style-type: none"> <i>problem</i> <i>solution</i> <i>because</i> <i>cause</i> <i>since</i> <i>as a result</i> <i>in order to</i> <i>so that</i> <i>proposed</i> <i>suggested</i> <i>resolved</i> 	<p>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. (9-10.I.T.2)</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. (9-10.I.T.1)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>
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Instructional Focal Points for Unit 2	Standards Addressed:				
<p>Days Five, Six, Seven, and Eight:</p> <ul style="list-style-type: none"> Focusing on one category per day, introduce informative articles about bullying; there are four sub-categories of articles (<i>which can be regularly updated or replaced with rigorous/timely articles</i>): <table border="1" data-bbox="219 415 1044 533"> <tr> <td data-bbox="219 415 630 472">Examples of bullying</td> <td data-bbox="630 415 1044 472">Motivation for bullying</td> </tr> <tr> <td data-bbox="219 472 630 533">Responses to bullying</td> <td data-bbox="630 472 1044 533">Bullying into adulthood</td> </tr> </table> <ul style="list-style-type: none"> Reading of the articles should be a balance of independent, homework assignments and in-class SSR or task-related reading. The purpose of the reading (and subsequent writing associated with it) is two-fold: <ol style="list-style-type: none"> continued analysis and replication of the informational structure of the articles <ol style="list-style-type: none"> key words development of central ideas proper integration of quotations contemplation and evaluation of the content matter Focal points for students: <ol style="list-style-type: none"> recognizing (and differentiating between) article structures and key words comprehending article content annotating text to facilitate reading comprehension decoding unfamiliar vocabulary using both context clues and traditional reference materials recognizing proper methods of quotation integration integrating quotations properly into writing identifying the central idea of a text evaluating the central idea, citing supporting or opposing evidence from other texts or prior knowledge contributing actively to class discussions or activities, voicing opinions or ideas supported by text Possible student tasks: <ol style="list-style-type: none"> Skill-building exercises to practice the proper integration of quotations into written text Vocabulary exercises to decode and correctly utilize unfamiliar, contextual vocabulary Journal responses to identify main ideas, use textual evidence to support ideas, and integrate quotations Class discussions to refine understanding/analysis of informational text structure and to cultivate debate or conversation about content “Jigsaw” style activities in which small groups are responsible for reading, summarizing, and presenting different articles to the class “Carousel” style activities in which small groups travel around the room, answering a series of thought questions (about the articles) posted on easel paper 	Examples of bullying	Motivation for bullying	Responses to bullying	Bullying into adulthood	<p>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. (9-10.I.T.2) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4) Use context as a clue to the meaning of a word or phrase. (9-10.L.4a) Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10) Spell correctly. (9-10.L.2c)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>
Examples of bullying	Motivation for bullying				
Responses to bullying	Bullying into adulthood				

Instructional Focal Points for Unit 2	Standards Addressed:
<p>Day Nine:</p> <ul style="list-style-type: none"> • Students will use the mobile lab to write an in-class informative/explanatory essay expounding upon a concept of their choice from the bullying articles. The essay will require students to: <ol style="list-style-type: none"> a. Adopt a text structure (Cause-Effect, Compare-Contrast, Problem-Solution) b. Integrate direct quotations from the articles c. Develop an idea or concept through the inclusion of specific details and/or quotation from the articles 	<p>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. (9-10.I.T.2)</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. (9-10.I.T.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Spell correctly. (9-10.L.2c)</p>

Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

<p>Definition:</p>	<p>Part of Speech:</p>	<p>Synonym:</p>	<p>Antonym:</p>
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Sentence: _____

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - d. Using words in a sentence
 - e. Identifying pictures with vocabulary words
 - f. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- b. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Daily Participation Rubric

Meant to measure progress toward supporting standards in Unit 2:

<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: _____ Date: _____

Student Name	Directed Notes taken; response assignment completed (9-10.S.L.1a)	Volunteers participation in analytical discussion (9-10.S.L.1)	Speaks clearly, fluently articulating ideas (9-10.S.L.6)	Cites textual evidence in responding (9-10.S.L.1a)	Responds to peer opinion through development or dissent (9-10.S.L.1d)	Total Points (out of 10)
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit, as it was during Unit 1. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress (over two units) towards mastery of the five standards listed above.

Summative Assessment

Meant to measure progress toward **priority** and supporting standards:

<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through effective selection, organization, and analysis of content. (9-10.W.2)</p>	<p>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. (9-10.I.T.2)</p>	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)</p>	<p>Spell correctly. (9-10.L.2c)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>
			<p>Establish and maintain a formal style and objective tone while attending to the norms & conventions of the discipline in which they are writing. (9-10.W.2e)</p>	

The Prompt:

The articles (informative texts) studied throughout this unit deal generally with the same topic: Bullying. But within that general topic, we studied several sub-topics of information. You are to choose one of those sub-topics, pull together all that you learned from the various articles, and present the information in an organized, 2-4 page paper. You will type the essay in class, but you are free to prepare and highlight your articles and organize your notes ahead of time.

Possible paper topics:

- Reasons people might act as bullies
- Reasons people might make “easy targets” for bullies
- Differences between male and female bullies
- Perceptions of “typical” behavior for boys
- Perceptions of “typical” behavior for girls
- Common interventions used to stop bullying
- Common forms that bullying takes
- Long-term consequences of bullying (on victims or bullies)
- Widespread age of bullying

In preparing to write your paper, you’ll want to decide which informational structure works best for your topic: Cause-Effect, Compare-Contrast, or Problem-Solution.

Next, you’ll need to outline your main idea in the introductory paragraph. Then, you’ll introduce supporting facts and details in each subsequent paragraph. Be sure to include (and parenthetically document!) direct quotation from the articles in each of your supporting paragraphs.

As always, be sure to look closely at the scoring rubric before you begin so you know what skills are being assessed and what the standards of success truly are.

Scoring Rubric

Unit 2 informative/explanatory writing assignment

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Conveyance of ideas (9-10.W.2)	Ideas are presented with exceptional clarity and accuracy	Ideas are presented with acceptable clarity and accuracy	Ideas are presented with moderate clarity and accuracy	Ideas are presented with limited clarity and accuracy	Ideas are presented with little to no clarity and accuracy	Ideas presented are neither clear nor accurate; lack of comprehension is evident
Selection, organization, and analysis of content (9-10.W.2) (9-10.I.T.2)	Organizational structure is excellent, and supporting details are relevant	Organizational structure is acceptable, and supporting details are mostly relevant	Organizational structure is moderate, and supporting details are somewhat relevant	Organizational structure is flawed, and supporting details are not always relevant	Organizational structure is poor, and supporting details are limited in their relevance	Little or no Organizational structure is evident, and supporting details are insufficient or irrelevant
Use of transitions (9-10.W.2c)	Incorporates exceptional transitions, creating exemplary cohesion among the supporting details	Incorporates acceptable transitions, creating cohesion among the supporting details	Incorporates moderate transitions, creating some cohesion among the supporting details	Incorporates inconsistent transitions, rarely creating cohesion among the supporting details	Incorporates few, if any, transitions, precluding establishment of cohesion among the supporting details	Does not incorporate transitions; cohesion among supporting details is not evident
Grammatical and mechanical proficiency (9-10.W.4)	Free of most mistakes in grammar, word usage, and mechanics	Generally free of mistakes in grammar, word usage, and mechanics	Contains some mistakes in grammar, word usage, and mechanics	Contains many mistakes in grammar, word usage, and mechanics	Contains frequent mistakes in grammar, word usage, and mechanics	Grammar and word usage are so poor, they interfere with meaning; very poor mechanics
Spelling (9-10.L.2c)	Free of all spelling errors	Nearly free of all spelling errors	Contains some spelling errors	Contains many spelling errors	Contains frequent spelling errors	Spelling is so consistently poor that meaning is negatively impacted
Establishment of formal style and objective tone (9-10.W.2e)	Formal style and objective tone are maintained impeccably	Formal style and objective tone are maintained acceptably	Formal style and objective tone are maintained moderately	Formal style and objective tone are maintained to a limited degree	Formal style and objective tone are not maintained consistently	Formal style and objective tone are not established

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our Selves (Unit 3)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	9 instructional days (3 curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority CCSS

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)

Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Supporting CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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. (9-10.R.L.2)

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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
ENGAGE & ORIENT	the reader by setting out: a. a problem b. a situation c. an observation establishing one or multiple points of view introducing a narrator and/or characters	3
CREATE	a smooth progression of: <ul style="list-style-type: none"> • experiences • events 	6
USE	narrative techniques: <ul style="list-style-type: none"> • dialogue • pacing • description • reflection • plot lines <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> To develop: <ul style="list-style-type: none"> • experiences • events • characters </div>	6
PROVIDE	a conclusion that: <ul style="list-style-type: none"> • follows form • reflects on what is experienced, observed, resolved in a narrative 	6
DEMONSTRATE	command of the conventions of Standard English: <ul style="list-style-type: none"> • capitalization • punctuation • spelling <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> in writing </div>	3
USE	a semi-colon to link two or more closely related independent clauses	3

Essential Questions

6. What techniques do authors use to create effective narrative? How can I employ them?
7. What distinguishes narrative from other forms of prose? What are its advantages?

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Resources for Unit 3
<p>Excerpts from: Fey, Tina. <i>Bossypants</i>. New York: Reagan Arthur Books. 2011. McCourt, Frank. <i>Teacher Man: a Memoir</i>. New York: Scribner. 2005. Roach Smith, Marion. <i>The Memoir Project: A Thoroughly Non-Standardized Text For Writing & Life</i>. New York: Grand Central Publishing. 2011. Sedaris, David. <i>Me Talk Pretty One Day</i>. Boston: Little, Brown and Company. 2000. Wright, Richard. <i>Black Boy (P.S.)</i>. Chicago: Harper Perennial Modern Classics. 2008.</p> <p>“1129” a poem by Emily Dickinson</p>

General Vocabulary for Unit 3
Contextual (TBD)

Instructional Focal Points	Standards Addressed
<p>Day One (possibly a shorter Monday block):</p> <ul style="list-style-type: none"> • Distribute the unit-end essay assignment and rubric <ul style="list-style-type: none"> a. Return to narrative writing from foray into informative/explanatory b. Review of narrative elements c. Distinction between narrative and <u>personal</u> narrative (also called memoir or personal essay) d. Clarification of assignment/review of rubric • Distribute Emily Dickinson’s “1129,” centered and enlarged for annotation on the page <ul style="list-style-type: none"> a. SSR with annotation b. Group discussion/interpretation c. Projection of teacher’s annotated copy...thus doubling as a lesson about the poem itself but also an introduction to reading, annotating, and interpreting poetry • Distribute Marion Roach Smith’s Chapter 1, “You Must Be Present to Win,” from <i>The Memoir Project</i> <ul style="list-style-type: none"> a. SSR (to be completed for homework) with a guiding question, such as: <ol style="list-style-type: none"> 1. Elaborate upon the meaning of Marion Roach Smith’s three sub-headings in this chapter, what she refers to as the guidelines of memoir. 2. Make a connection between Emily Dickinson’s “1129” and Marion Roach Smith’s rules for writing memoir. b. Discussion to be continued with direct instruction during the next class period. 	<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. (9-10.R.L.2)</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. (9-10.I.T.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Spell correctly. (9-10.L.2c)</p>

Instructional Focal Points	Standards Addressed
<p>Personal Narrative Assignment (unit summative assessment):</p> <p>Progress check points:</p> <ul style="list-style-type: none"> a. <u>Day 1</u>: Distribute the assignment and rubric Clarify the expectations Review the rubric Review the standards addressed by the assignment/rubric b. <u>Day 4</u>: Refine student topics (in-class workshop), drawing on <i>The Memoir Project</i> guidelines as well as the exemplars students have read c. <u>Day 4</u>: Submit topic proposals at end of class Assign narrative outline for homework d. <u>Day 6</u>: Deliver direct instruction regarding how to write an “Exploded Moment” Examine exemplar Exploded Moments Draft Exploded Moments in class, using agreed-upon guidelines Examine random student samples on the ELMO; critique and revise Conduct writing conferences with the Exploded Moments alone Assign completion of full rough draft e. <u>Day 8</u>: Conduct peer editing/writing conference session with rough drafts f. <u>Day 10</u>: Collect personal narrative final drafts 	<p>Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>

Instructional Focal Points	Standards Addressed
<p>Chapter 1, <i>The Memoir Project</i></p> <ol style="list-style-type: none"> a. Identify Marion Roach Smith’s three guidelines for memoir writing – expand upon the sub-headings to generate comprehensive definitions b. Draw connections (pp.14-16) to Emily Dickinson’s poem, 1129 c. Emphasize (pp. 21-24) the focus of memoir: what the essay is <i>about</i> (theme) and how that is <i>illustrated</i> (plot) d. Elaborate upon/clarify Roach Smith’s essential ideas: <ol style="list-style-type: none"> 1. Condense...leave out extra details that don’t advance the plot in illustration of the theme 2. Universalize...make a personal story or event applicable to people in general 3. Clarify...adopt a logical sequence; lay out clear details to make connections <p>“Memory Laps,” by David Sedaris</p> <ol style="list-style-type: none"> a. Using Roach Smith’s “algorithm,” <i>This essay is about paternal relationships, and it is illustrated by a summer of swim meets...</i>ask students to articulate the algorithm, perhaps as an entrance ticket. b. Examine content and form...do Sedaris’ seeming tangents actually advance the purpose as Roach Smith says they must? c. Identify the tone of the piece. Is it serious? Humorous? Tongue-in-cheek?—cite textual evidence in support of the response. d. Analyze whether the humorous tone precludes conveyance of the serious message. e. Debate whether or not Sedaris was successful in making a personal event universal. 	<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. (9-10.R.L.2)</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. (9-10.I.T.1)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>

Instructional Focal Points (Continued)	Standards Addressed
<p><i>Bossy Pants</i>, by Tina Fey “That’s Don Fey”</p> <ol style="list-style-type: none"> Using Roach Smith’s “algorithm,” <i>This essay is about paternal relationships, and it is illustrated by an episode with a steam cleaner...</i>ask students to articulate the algorithm, perhaps as an entrance ticket. Compare and contrast the paternal relationships presented in the Sedaris and Fey pieces. Compare and contrast the father figures represented in the Sedaris and Fey pieces. Examine content and form...how does each mini episode she relates advance the picture she hopes to paint of her father? Or do they? Identify the tone of the piece. Is it serious? Humorous? Tongue-in-cheek?—cite textual evidence in support of the response. Analyze the impact of the tone on the message of the story. Analyze the impact of word choice—including profanity—on the message of the story. Debate whether or not Fey was successful in making a personal event universal. Was that her goal? 	<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. (9-10.R.L.2)</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. (9-10.I.T.1)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p>
<p><i>Teacher Man</i>, by Frank McCourt “The Sandwich Episode”</p> <ol style="list-style-type: none"> Using Roach Smith’s “algorithm,” <i>This essay is about _____, and it is illustrated by _____</i>...ask students to articulate the algorithm, perhaps as an entrance ticket. Discuss McCourt’s purpose in writing this particular piece. Discuss his purpose in eating the sandwich. Analyze McCourt’s tone. Is it serious? Humorous? Dramatic? Satirical? Assess the impact of tone on purpose. Locate an Exploded Moment in this piece. Identify its features and evaluate its effectiveness. 	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>

Vocabulary Assessment

Pre-assessment:

- List of contextual vocabulary culled from all memoir excerpts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses... may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

- a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

<p>Definition:</p>	<p>Part of Speech:</p>	<p>Synonym:</p>	<p>Antonym:</p>
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Sentence: _____

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - g. Using words in a sentence
 - h. Identifying pictures with vocabulary words
 - i. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal response rubric

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- c. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, to trace character development, or to identify narrative techniques, all of which require extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Summative Assessment

Meant to measure progress towards mastery of **priority** and supporting standards

<p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)</p>	<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)</p>	<p>Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>
<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)</p>				

The Prompt

A Personal Narrative presents a detailed, non-fiction account of a specific event in one's life. Throughout this unit, we will study narrative structure and techniques as well as read the personal narratives of a variety of authors. By the end of the unit, you will be well-equipped to write a 3-5 page personal narrative about an event from your own life.

In this essay you should use the first person perspective to tell the story of a significant event from your past, whether recent or distant. You must endeavor to write it in such a way that readers can place themselves in the situation, imagining the emotions, visualizing the actions, feeling the sensations you felt.

The essay must effectively employ narrative structure and techniques, provide an introduction that orients readers and/or piques readers' interest, provide a reflective conclusion, and follow the convention of Standard English.

As always, please carefully review the rubric before you begin this task so that you are certain you understand the criteria for success.

The Summative Assessment Rubric

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Engagement of the reader through provision of orienting details (9-10.W.3a)	Exceptional provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Acceptable provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Moderate provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Limited provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Nearly no provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Orienting details (setting, conflict, point of view, narrator/characters) to engage the reader were not provided
Integration of narrative techniques (9-10.W.3b)	Exceptional integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Acceptable integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Moderate integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Limited integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Nearly no integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Narrative techniques (dialogue, description, multiple plot lines) were essentially not utilized
Employs effective sequencing techniques (9-10.W.3c)	Utilizes a plot sequence that reveals the elements of the plot with exceptional logic and clarity	Utilizes a plot sequence that reveals the elements of the plot with acceptable logic and clarity	Utilizes a plot sequence that reveals the elements of the plot with moderate logic and clarity	Utilizes a plot sequence that reveals the elements of the plot with limited logic and clarity	Utilizes a plot sequence that seems inconsistent or ill-conceived, obscuring clarity of the plot	Does not utilize a clear plot sequencing strategy; plot details are unclear and/or incomplete
Provision of a reflective conclusion (9-10.W.3e)	Conclusion is excellent, finalizes in reflective fashion	Conclusion is acceptable; finalizes without summarizing	Conclusion is moderate; reads as formulaic or summarizing	Conclusion is limited in its effectiveness	Conclusion is either very short or indistinct from the final paragraph	No conclusion is provided
Command of Standard English (9-10.L.2)	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning
Clarity and coherence (9-10.W.4)	Excellent organization; clarity and coherence are consistent	Acceptable organization; inconsistent clarity and coherence	Moderate organization; inconsistent clarity and coherence	Limited organization; inconsistent clarity and coherence	Significant flaws in organization, impacting clarity and coherence	Poor organization; lack of clarity and coherence

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 4)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	12 instructional days (4 curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority CCSS

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.I.T3)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (9-10.W.2a)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)

Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Supporting CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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. (9-10.R.L.2)

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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.R.L.6)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

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. (9-10.I.T.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

(9-10.I.T.4)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (9-10.I.T.9)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

(9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
ANALYZE	how complex characters: <ul style="list-style-type: none"> • develop over the course of a text 	6

	<ul style="list-style-type: none"> • interact with other characters • advance the plot • develop the theme 	
ANALYZE	<p>how an author unfolds an analysis or series of events:</p> <ul style="list-style-type: none"> • order in which points are made • how points are introduced/developed • connections drawn between points 	6
WRITE	<p>Informative/explanatory texts to examine and convey complex:</p> <ul style="list-style-type: none"> • ideas • concepts • information <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> <p>clearly and accurately through effective selection, organization, and analysis of content.</p> </div>	6
INTRODUCE	<p>a topic</p>	6
ORGANIZE	<ul style="list-style-type: none"> -complex ideas -concepts -information <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> <p>to make important connection and distinctions</p> </div>	
INCLUDE	<ul style="list-style-type: none"> -formatting -graphics -multimedia <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> <p>when useful to aiding comprehension</p> </div>	
DEVELOP	<p>the topic (of an informative essay) with:</p> <ul style="list-style-type: none"> • well-chosen, relevant, sufficient facts • extended definitions • concrete details • quotations • other appropriate information or examples 	3
PROVIDE	<p>a concluding statement or section that:</p> <ul style="list-style-type: none"> • follows from/supports information and explanation presented 	3

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DEMONSTRATE	understanding of: <ul style="list-style-type: none"> • figurative language • word relationships • nuances in word meanings 	4
INTERPRET	figures of speech	4

Essential Questions

8. How does literature shape our understanding of cultures?
9. How do writers use informational text to effectively convey complex ideas, concepts, and information to a variety of audiences? How can I do so?

Standardized Assessment Correlations

(State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Literature for Unit 4

Golding, William. *Lord of the Flies*. New York: The Berkeley Publishing Group. 1954.

Seminal U.S. documents—Gettysburg Address

Roosevelt's Four Freedoms speech

Tie-ins to Unit 2 informational readings regarding bullying, cliques, isolation.

Vocabulary for Unit 4

Contextual

Apprehension	Specious	Dubious	Effulgence	Myriad	Ululation	Vicissitudes
Suffusion	Pallor	Enormity	Fulcrum	Enmity	Tumult	Gesticulate
Ebullience	Festoon	Tirade	Tendril	Avidly	Contrite	Tacit
Impending	Blatant	Generic	Irk(ed)	Parody	Gyration	Belligerence
Rendered	Lamentable	Ludicrous	Ineffectual	Clamor	Expansive	Improvisation
Derisive	Vivid	Decorum	Incantation	Tempest	Contour	Condemnation
Interminable	Tremulous	Incredulity	Diffidently	Leviathan	Covert	Contemptuous
Furtive	Remote	Swathed	Brandish	Daunting	Bravado	Antagonism
Rebuke	Sanctity	Demure	Fervor	Pall	Illusive	Anonymous
Interspersed	Corpulent	Succulent	Superficial	Inquisitive		

Chapter Focal Points	Standards Addressed
<p>Chapter 1: The Sound of the Shell (24 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Physical description (tone) of the island • Inferences regarding circumstances leading to and/or surrounding the crash • Symbolism of the conch • Introduction to major characters: Ralph, Piggy, Jack, Sam and Eric, Simon <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Describe the circumstances that led up to the plane crash. Describe, too, the setting and tone of the novel. • Describe the social dynamics at work in Piggy and Ralph’s relationship. Why is it that Piggy would not be socially popular, and Ralph might be? • An important theme in the novel will be the contrast between civilization and nature. What evidence of civilization remains after the plane crash? Consider both the tangible and the intangible. • Describe the differences between Jack’s “election campaign” and Ralph’s. Where does the idea of a chief and an election come from? • Examine the textual descriptions of the island itself and determine whether it is initially portrayed as safe and hospitable or dangerous and foreboding. • Analyze the pig scene on page 31. Why does Golding use the word “enormity”? Is that a good word choice for the context? How might this scene be significant? • Describe the ways in which the boys are reacting to their new environment—intellectually and emotionally. Find examples 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

<p>to support your answer. Are their responses normal? Healthy? Prudent? Appropriate?</p>	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 2: Fire on the Mountain (15 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of the fire • Narrative technique: imagery <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Jack is emerging as an unusual and distinctive character. Cite textual evidence from both chapters one and two in an attempt to describe his personality and moral fiber. • Describe the relationship between Ralph and Jack at this point. What do they have in common? What sets them apart? • Re-read the lengthy description of the fire on page 44. What is the tone of this passage? Do you think the fire is foreshadowing the future or just reflects their inexperience being in the wilderness? • What do you think is the fate of the boy with the mulberry birthmark? How were his fears prophetic? Why do you think Golding gave this character such a distinctive birthmark? • Decide which scene in this chapter contains the most vivid, powerful imagery. What makes this particular imagery so significant? What specific words does Golding select to create the imagery. Cite specific textual excerpts. • Articulate the good decisions made by Ralph as a leader in this chapter. Why are these decisions so “good”? Articulate any mistakes you notice Ralph’s making. What could be the significance of those mistakes? 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 3: Huts on the Beach (9 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of Simon’s retreat • Narrative technique: conveyance of the passage of time without explicitly stating it <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Assess how much time has passed in this chapter. Citing specific passages, explain how Golding conveys this passage of time. Then, evaluate how the passage of time has affected the boys. Cite specific passages in support of your response. • Golding writes, “They walked along, two continents of experience and feeling, unable to communicate,” about Ralph and Jack. Explain why Golding might have chosen to use the word “continent” to describe the boys and their relationship. • Explain the real reason why Ralph feels the urgency of making shelters. Then, analyze why he seems to feel uncomfortable speaking about it. Include consideration of why the boys seems to feel shame at the subject of shelter. • Literary scholars often cite Simon as a Christ figure, meaning that he is a character who is intentionally like Jesus in what he says or does. Cite evidence from chapter three that would support this interpretation of Simon. • Describe the successes and/or failures of the boys’ efforts to govern themselves. Cite specific examples of sound choices and impulsive choices or mistakes. • List the top three or four dangers or obstacles facing the boys, either immediate or long-term. 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

<p>Then, from among those dangers, articulate the greatest obstacle they face, being certain to explain why <i>this</i> obstacle is more significant than the others.</p>	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 4: Painted Faces and Long Hair (17 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of the “mask” or painted face • Narrative technique: the building of tension and/or suspense <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Cite specific passages from Chapter Four that contribute to establishing a tone about the island itself. Decide whether the tone is welcoming or foreboding and whether it has remained consistent since the novel’s start. • Explain why it is, on page 62, that Roger doesn’t throw his stones to actually hit Henry. Is this passage ominous or hopeful? • Articulate the advantages and disadvantages of disguise. What is Jack’s motivation for creating a “mask” for himself, and how does his personality change once he’s assumed the mask? How does his wearing the mask seem to influence the way the other boys respond to him? Cite specific textual evidence. • Characterize the emotion between Ralph and Jack when the simultaneous revelations of the outed fire and the slaughtered pig are made. Cite textual evidence that illustrates the emotions of both boys. • Citing specific textual evidence, detail the evolution of Jack’s standing in the tribe by the end of Chapter Four. • Describe several of the moments of conflict detailed in Chapter Four. Then, decide which of those conflicts is the most sinister. Explain why that particular content, above the others, is most significant...consider long-term implications. 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 5: Beast from Water (18 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • The devolution of the assembly • The nature of fear <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • List the primary concerns Ralph attempts to delineate at his assembly. Assess whether or not these focal points are essential, and then explain why the other boys seem to chafe at them. • Citing textual evidence, consider the change in Ralph since the novel began. Include reflection on his personality and appearance, but also on his perceptions of the island. • Ralph, Jack, Piggy, and Simon all offer up their very different ideas about the beast and fear at the assembly. Briefly summarize each boy's idea, and then explain how that idea personifies each boy's character or personality. • At the end of this chapter, the meeting disintegrates. Explain <i>how</i> or <i>why</i> Ralph loses the respect of the boys. Is it his fault, or is it beyond his control? • Why does Golding refer to Percival Wemys Madison's name and address as an "incantation"? What is an incantation, and how does it function in this particular case? • Considering the traits of the older boys as they emerge through these first five chapters, make an argument as to who the best leader among them would be. Consider the many traits essential to leadership as you make your choice. 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 6: Beast From Air (13 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of the dead pilot • Narrative technique: establishment of tension and suspense; personification <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • A line in the second paragraph says, “But a sign came down from the world of grown-ups, though at the time there was no child awake to read it.” What, literally, is the sign? Explain, figuratively, what having <i>seen</i> the sign might have meant for the boys. • While tending the fire overnight, Sam and Eric have a discussion about Ralph (p.97). They speak of him like an authority figure. What does this reveal about both the current status and the evolution of the relationships on the island? • List the series of Chapter Six conflicts between Ralph and Jack. Who “wins” each conflict? Citing textual evidence, determine whether the tide of support from the boys seems to flow towards Ralph or Jack. Is that the right choice? Explain. • Consider Simon’s thoughts: “a beast with claws that scratched, that sat on a mountaintop, that left no tracks and yet was not fast enough to catch Samneric. However Simon thought of the beast, there rose before his inward sight the picture of a human at once heroic and sick.” Analyze the meaning in this passage. What does it say about Simon? • What is the impact of Golding’s personification of the island on page 105?: “Now he saw the landsman’s view of the swell and it seemed 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

<p>like the breathing of some stupendous creature...Then the sleeping leviathan breathed out...”</p> <ul style="list-style-type: none">• Analyze the significance of the last line of the chapter: “Jack led the way...”	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 7: Shadows and Tall Trees (14 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of using the pig runs for travel <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • What does Simon say and do in Chapter Seven that is so unusual. Does this connect in any way to his action and words in previous chapters? How does it contribute to the development of the reader's understanding of his character? • Golding juxtaposes two opposite scenes on pages 112 and 113. What is the purpose of this juxtaposition? Citing textual evidence, explain what these two scenes reveal about Ralph's evolution. • Explain how the hunting re-enactment, centered upon Robert, on pages 114 and 115 develops the themes of human nature and ritual. • The journey to find the beast creates opportunities for Ralph to show what kind of a leader he is. How does he rate? What does he do or fail to do that supports your assessment of him as a leader? • On the journey to find the beast, how does Jack respond to the crisis? Does he use the opportunity to prove himself to be a good hunter? Cooperative citizen? Or, does he take advantage of these circumstances to challenge Ralph? • During the climax of the chapter, from pages 119-123, who is more courageous, Jack or Ralph? Cite textual evidence in support of your claim. 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

<ul style="list-style-type: none">• Explain the difficulties now faced by the boys upon confirmation of the existence of the beast on the mountaintop.	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 8: Gift for the Darkness (20 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of the pig's head, the "Lord of the Flies" • Narrative technique: multiple, simultaneous plot lines <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Explain why the boys did not vote for Jack as their new chief, yet later snuck off to join his new tribe. • What is the significance of Jack's parting words to Ralph: "I'm not going to play any longer. Not with you." Why does Golding select those particular words? What does it remind the reader about these characters? • Explain how Jack's departure affects Piggy. Articulate at least three ways in which Piggy is "liberated" now that Jack is no longer with them. • Golding writes on page 129, "The greatest ideas are the simplest." List the greatest/simplest ideas thus far in the novel. Then, analyze whether the simplicity of the task has lent itself to the task's completion by the boys. • Analyze the significance of Jack's choosing the sow, nursing a dozen piglets, as his target rather than any of the other pigs lying in the sun. What does this fact, paired with the gory scene of the pig's death, say about the status of Jack's character? • Why might Golding have decided to pair the massive approaching storm with the celebration of the rift in the tribe? 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

<ul style="list-style-type: none">• Evaluate Simon's vision before the "Lord of the Flies." The head tells him, "Fancy thinking the Beast was something you could hunt and kill!...I'm part of you!" What does it all mean? Is it meant to be foreshadowing?	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>
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Chapter Focal Points	Standards Addressed
<p>Chapter 9: A View to a Death (9 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of the storm • The murder of Simon <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • In the darkness, Simon climbs to the top of the mountain to solve the mystery of the Beast. How does this act tie into the interpretation of Simon as a Christ figure? • At the culmination of the dance on page 153, “the beast” lays dead, the downpour begins, and the dead pilot is lifted away in his parachute on the wind. What is the significance of this convergence of events? • Re-read the final passage, which describes the tide’s taking of Simon’s body. What is the significance? Why does Golding use the bright, shining images of pearls, marble, and silver? • What is the significance of the fact that Ralph and Piggy joined the feast and the murderous dance with Jack’s tribe? 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

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Chapter Focal Points	Standards Addressed
<p>Chapter 10: The Shell and the Glasses (13 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • Symbolism of Piggy’s glasses <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Ralph begins Chapter Ten both physically and emotionally battered. He says to Piggy on page 157, “I’m frightened. Of us.” Is he justified in his fear? Cite evidence from the text in support of your response. • Roger and Robert, on page 159, agree that Jack is “a proper chief, isn’t he?” What, specifically, makes him a “proper chief” in their minds? What does this say about them as humans? What does it say about the devolution of human nature? • Evaluate Ralph’s leadership skills now that the tribe consists only of four “biguns.” Cite textual evidence in deciding whether he retains some traits of solid leadership or has lost them all. • What is the significance of Jack’s theft of Piggy’s glasses? Consider the implications for Piggy himself, for Ralph’s tribe, and for Jack’s tribe. 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

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Chapter Focal Points	Standards Addressed
<p>Chapter 11: Castle Rock (13 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • The death of Piggy <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • When Ralph cautions Piggy against confronting Jack, he says on page 171, “You’ll get hurt.” Piggy responds, “What can he do more than he has?” Piggy is the smartest boy on the island. He knows Jack led the murder of Simon. With that in mind, analyze Piggy’s statement in terms of his state of mind. • Define the significance of the breaking of the conch. What does its destruction represent? • Having long been the voice of reason, and then for a short while the voice of fear, Piggy dies in complete silence. Explain why Golding might have made that choice. • What is revealed about the moral fiber of Sam and Eric that they stayed with Ralph and Piggy, even when it was clear that Ralph could not protect them? • Re-read the final paragraph of Chapter Eleven. Write an analysis of the significance of those three sentences. 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

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Chapter Focal Points	Standards Addressed
<p>Chapter 12: Cry of the Hunters (19 pages)</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Character development (ongoing) • Thematic development (ongoing) • The devolution of the boys' society • Narrative technique: <i>deus ex machina</i> <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Ralph returns to Castle Rock and attempts to reason with Sam and Eric. Summarize the encounter, and then determine what it is about Roger that remains unspoken in that conversation. • In light of ongoing thematic discussions about human nature and civilization vs. nature, explain why Jack and his tribe feel they must kill Ralph. • Ralph fears that he is not as bright as Piggy, yet there is evidence of sound reasoning, even under duress. List textual examples of sound thinking throughout this final chapter. • Golding employs a <i>deus ex machina</i> ending by having the officer appear on the shore just as death for Ralph seems inevitable. Analyze Golding's choice on this matter. • Why does Ralph acknowledge being "the one in charge" of this chaotic band of boys, and Jack does not? What motivates them? 	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. (9-10.W.2b)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

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Points of emphasis:

Understanding character development as it relates to theme and plot

Recognizing narrative structure

Writing argument

Organizing information for close text analysis

Using non-fiction texts to enhance comprehension of theme

Applying literary terms (personification, tone, setting, theme, allegory, symbol)

Decoding essential contextual vocabulary

General activities:

Reading

Discussion

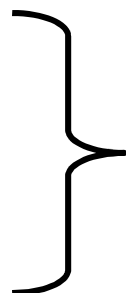
Collaborative work

Presentations

Close text analysis

Journal response writing

Short essay writing



- To explore societal expectations of behavior, gender roles and social order
- To interpret symbolism, allegory, and allusions
- To identify themes and track their development
- To examine, track, and analyze character development
- To recognize and analyze narrative structure and techniques
- To decode unfamiliar vocabulary

Interim Assessments:

Daily participation rubric

Journal response rubric

Vocabulary assessment (pre- and post-)

Potential Summative Assessment:

Informative/Explanatory essay, likely with student choice among several topics, to:

- Identify and track a primary theme of the novel (not previously discussed in class)
- Analyze a character's moral composition and development throughout the novel (a character not extensively discussed to this end in class)
- Assess Golding's use of narrative structure, sequence, and technique
- Decode a series of related symbols

Daily Participation Rubric

Meant to measure progress toward supporting standards in Unit 4:

<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: _____ Date: _____

<p>Student Name</p>	<p>Directed Notes taken; response assignment completed (9-10.S.L.1a)</p>	<p><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</p>	<p>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</p>	<p>Cites textual evidence in responding (9-10.S.L.1a)</p>	<p>Responds to peer opinion through development or dissent (9-10.S.L.1d)</p>	<p>Total Points (out of 10)</p>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						

Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of Unit 1.

Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

<p>Definition:</p>	<p>Part of Speech:</p>	<p>Synonym:</p>	<p>Antonym:</p>
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Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - j. Using words in a sentence
 - k. Identifying pictures with vocabulary words
 - l. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn Spell correctly.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and
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	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- d. By students to self-evaluate
- b. By students to peer-evaluate

c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Summative Assessment

This will be given to students at the beginning of the unit, so that their reading, discussions, and in-class activities can inform the final product.

Designed to measure student progress towards **priority** and supporting standards:

<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding</p>	<p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's</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>Spell correctly. (9-10.L.2c)</p>				<p>Demonstrate command of the conventions of standard English.</p>

The prompt:

You will draw at random one name among the five main characters: Ralph, Jack, Simon, Piggy, or Samneric. Your selection will help direct your reading and discussions throughout this instructional unit, ultimately preparing you to write a paper in response to the following prompt.

In 2-4 typed, double-spaced pages, analyze your selected character. To effectively do so, you must consider many facets of the boy. Points to ponder may include:

- *Background/upbringing*
 - *Age*
 - *Status at school*
 - *Status on the island*
 - *Physical description*
 - *Moral fiber*
 - *Evolution while on the island*
- b. *What the character does*
 - c. *What the character thinks*
 - d. *What other characters say about or do to the character*
 - e. *What the author says about the character*
- *Narrative descriptions*
 - a. *What the character says*

The ultimate goal of your analysis is not to describe your character or summarize his role in the novel. Rather, it is to articulate his psychological composition. What kind of person is he? As a result, how can we expect him to think, speak, or behave? What passages from the text indicate that your evaluation is accurate?

You will need to begin by formulating a strong thesis statement that captures the essence of your character.

Example: Roger is a guiltless boy, empowered by his ability to frighten or injure others.

The remainder of your essay will, in an organized fashion, introduce textual evidence and critical thinking in support of that thesis.

As ever, be certain to review the scoring rubric before submitting your final paper.

Summative Assessment Scoring Rubric

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Conveyance of ideas (9-10.W.2)	Ideas are presented with exceptional clarity and accuracy	Ideas are presented with acceptable clarity and accuracy	Ideas are presented with moderate clarity and accuracy	Ideas are presented with limited clarity and accuracy	Ideas are presented with little to no clarity and accuracy	Ideas presented are neither clear nor accurate; lack of comprehension is evident
Spelling (9-10.L.2c)	Free of all spelling errors	Nearly free of all spelling errors	Contains some spelling errors	Contains many spelling errors	Contains frequent spelling errors	Spelling is so consistently poor that meaning is negatively impacted
Analysis of character development (9-10.R.L.3)	Insightful consideration of character motivation and interactions with others, richly supported with textual evidence	Strong consideration of character motivation and interactions with others, supported with textual evidence	Acceptable consideration of character motivation and interactions with others, inconsistently supported with textual evidence	Weak consideration of character motivation and interactions with others, may not be supported with textual evidence	Poor consideration of character motivation and interactions with others, not supported with textual evidence	No (or inaccurate/irrelevant) consideration of character motivation and interactions, unsupported with textual evidence
Organization of complex ideas, concepts, and information (9-10.W.2a)	Exemplary organization of ideas, concepts, and information	Strong organization of ideas, concepts, and information	Acceptable organization of ideas, concepts, and information with some lapses	Limited organization of ideas, concepts, and information	Little evidence of any organizational structure	Organization is essentially non-existent; ideas, concepts, and information are presented at random
Development of the topic (9-10.W.2b)	Rich, thorough development of the topic, replete with relevant supporting facts, details, and textual evidence	Strong development of the topic, including relevant supporting facts, details, and textual evidence	Acceptable development of the topic, including some supporting facts, details, and textual evidence	Limited development of the topic; supporting facts, details, and textual evidence are sparse and/or irrelevant	Poor development of the topic; supporting facts, details, and textual evidence are limited, superficial, or lacking	Topic is underdeveloped; supporting facts, details, and textual evidence are insignificant or lacking entirely
Citation of textual evidence in	Exemplary integration of relevant	Strong integration of largely	Acceptable integration of	Limited integration of textual	Poor or weak integration of textual	No integration of textual evidence

support of analysis (9-10.R.L.1)	textual evidence	relevant textual evidence	textual evidence	evidence or selection of inferior textual evidence	evidence which may be inferior in substance	
Command of Standard English (9-10.L.2)	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 5)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority Standards: CCSS

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.I.T.8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)

Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)

Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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. (9-10.R.L.2)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)

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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.R.L.6)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

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. (9-10.I.T.2)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.I.T.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
ANALYZE	How author's choice regarding: <ul style="list-style-type: none"> • Textual structure • Sequence • Manipulation of time 	Contribute to: Mystery, tension, and surprise 4
DELINEATE & EVALUATE IDENTIFY	Argument/claims in a text, assessing whether or not: <ul style="list-style-type: none"> • Reasoning is valid • Evidence is relevant and sufficient False statements Fallacious reasoning	5
WRITE	Arguments, using: <ul style="list-style-type: none"> • Valid reasoning • Relevant and sufficient evidence 	6
INTRODUCE DISTINGUISH CREATE	Precise claims Claims from alternate/opposing claims Organization that shows relationship among: <ul style="list-style-type: none"> • Claims • Counterclaims • Reasons • Evidence 	5
DEVELOP	Claims and counterclaims fairly: <ul style="list-style-type: none"> • Supplying evidence • Indicating strengths/weaknesses 	5
PROVIDE	A concluding statement/section	5
INITIATE PARTICIPATE	A range of collaborative discussions <ul style="list-style-type: none"> • One-on-one • In groups • Teacher-led with diverse partners In a range of collaborate discussions <ul style="list-style-type: none"> • One-on-one • In groups • Teacher-led 	4

	with diverse partners, building on others' ideas and expressing their own clearly and persuasively	
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Unwrapped Priority Standards, cont'd

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
PROPEL INCORPORATE CLARIFY, VERIFY, or CHALLENGE	Conversations by: <ul style="list-style-type: none"> • Posing questions • Responding to questions that relate discussion to broader themes others into the discussion ideas and conclusions	4

Essential Questions
10. How do an author's choices of form and structure influence a reader's understanding? 2. How can I establish and defend a point of view regarding the effectiveness of an author's choices?

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Vocabulary for Unit 5
Contextual (TBD)

Resources for Unit 5

- Excerpts from *Oh My Gods: a Modern Retelling of Greek and Roman Myths*, by Philip Freeman
- Excerpts from *Mythology: The Voyage of the Hero*, by David Adams Leeming
- Informational news article about “heroes” in society (subject to change/revision)
 - Allison, Scott T. and George R. Goethals. “Jeremy Lin: The Hero Who Came Out of Nowhere.” *Sport Heroes*. 14 Feb. 2012.
 - Bacon, Jeff. “Chris Tschida, Medal of Honor Candidate.” *Broadside Blog*. 2 Feb. 2012.
 - Bradsher, Keith and Hiroko Tabuchi. “Last Defense at Troubled Reactors: 50 Japanese Workers.” *The New York Times*. 15 March 2011.
 - Free, Cathy. “Hiker Left for Dead on Mount Everest.” *Reader’s Digest*. Dec. 2006.
 - Grunwald, Michael. “A Tower of Courage.” *Washington Post*. 28 Oct. 2001, F01.
 - Rosengren, John. “Everyday Hero: Jeff May.” *Reader’s Digest*. Sept. 2005.
 - Stewart, James. “The Real Heroes are Dead.” *The New Yorker*. 11 Feb. 2002.
- Homer. *Odyssey*. Translated by Robert Fitzgerald. (Books 1, 5, 9-12, 23)
- Homer. *Odyssey*. Translated by Stanley Lombardo. (Books 1, 5, 9-12, 23)

Mythology Focal Points	Standards Addressed
<p>Mythological heroes to consider including:</p> <ul style="list-style-type: none"> • Perseus • Theseus • Daedalus • Bellerophon • Melampus • Atalanta • Procne and Philomena • Hercules • Odysseus <p>Possible approach:</p> <ol style="list-style-type: none"> a. define the categories of the epic hero mold b. read the hero episodes <ul style="list-style-type: none"> -identify central ideas and/or themes -analyze characters, both central and supporting, using textual evidence -compare and contrast heroes: their personalities, actions, experiences, etc. c. determine how the details of each hero's story fulfill the categories of the epic hero mold d. identify other "heroic" traits—qualities apparently valued by the Greeks/Romans—based on textual evidence e. rank order the mythological heroes (justify) f. examine sequencing (priority standard) with excerpts from <i>The Odyssey</i> <p>Possible activities:</p> <ul style="list-style-type: none"> • In keeping with the priority standards for this unit, which focus on persuasive writing, assign value statements to direct the reading of each myth. After reading, students write a response to prove or disprove the given value statement. <i>Example: Bellerophon's success depended upon luck rather than his own intellect or courage.</i> <i>Example: Procne and Philomena were violent, not heroic.</i> Examine student exemplars on the ELMO, working to refine persuasive writing skills. • Collaborative work: <ol style="list-style-type: none"> a. At the end of the mythology segment of the unit, assign one myth to each group; have them create a poster and argument as to how their hero fits the hero mold. b. Have groups rank order the heroes, justifying their rankings with evidence c. Have groups comb assigned books of <i>The Odyssey</i>, seeking evidence of teacher-assigned character traits of Odysseus (cunning, hubris, determined, demanding, etc.) 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</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. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</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. (9-10.R.L.4)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

Informational Text Focal Points	Standards Addressed
<p>“Real Life” hero categories to consider:</p> <ul style="list-style-type: none"> ● Good Samaritans ● Military personnel ● Professional (or amateur) athletes ● September 11th first responders, etc. ● Philanthropists <p>Possible approach:</p> <ol style="list-style-type: none"> a. Brainstorm a list of defining characteristics of heroism in contemporary society; post it for reference throughout the unit b. Read the hero articles <ul style="list-style-type: none"> -identify central ideas and themes -establish connections between “real life” heroes and also between real life heroes and mythological heroes (for the latter, consider motivation more than events/plot) -determine to what extent each “real life” hero meets the hero criteria established and posted by the class c. Rank order the heroes, justifying the rankings with textual evidence d. Use the rankings to re-visit the hero criteria established and posted by the class; revise criteria as necessary e. Isolate differences in cultural interpretation of heroes...would the heroes of mythology be considered heroic today? Why or why not, based on the identified traits of contemporary, “real life” heroes? <p>Possible activities:</p> <ul style="list-style-type: none"> ● Maintain focus on persuasive writing through journal responses and in-class writing. Perhaps continue value statement pattern of mythological hero study. ● Require students to find and present their own articles about someone they believe is heroic; create a wall of heroes with mini posters created by the students for the brief presentations. 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. (9-10.W.1b)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</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. (9-10.I.T.1)</p> <p>Determine a 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. (9-10.I.T.2)</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. (9-10.R.L.4)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: _____ Date: _____

Student Name	Directed Notes taken; response assignment completed (9-10.S.L.1a)	<u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)	Speaks clearly, fluently articulating ideas (9-10.S.L.6)	Cites textual evidence in responding (9-10.S.L.1a)	Responds to peer opinion through development or dissent (9-10.S.L.1d)	Total Points (out of 10)
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily (as relevant) by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.

Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. (9-10.L.4)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

- a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

Definition:	Part of Speech:	Synonym:	Antonym:
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Sentence: _____

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - m. Using words in a sentence
 - n. Identifying pictures with vocabulary words
 - o. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- a. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Summative Assessment

Meant to measure progress toward **priority** and supporting standards in Unit 5:

<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p>	<p>Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. (9-10.W.1a)</p>	<p>Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Spell correctly. (9-10.L.2c)</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. (9-10.R.L.1) (9-10.I.T.1)</p>
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The task:

Select three of the following value claims, one from the Ancient era, one from the Contemporary era, and one drawing comparisons between the two. Then, drawing liberally from your texts for quoted supporting evidence, write a paragraph in support of or in opposition to the value claim. Remember that the value claim, reworded as necessary to reflect your opinion, should be the first sentence of your response.

Sample Statements from the Ancient Era:

1. The most selfless of the Ancient Greek heroes was Perseus.
2. Ancient Greeks did not believe women could be heroic.
3. Heroes in Ancient Greece were valued more for bravery than for intelligence.
4. To be considered heroic, Ancient Greek heroes had to complete a quest of sorts.
5. Ancient Greek heroes feared death.

Sample Statements from the Contemporary Era:

6. Athletes cannot be considered heroic because their quests are rooted in games.
7. Military personnel cannot be considered heroic because their actions are the fulfillment of their assigned duties.
8. Contemporary Westerners value intelligence more than bravery in their heroes.
9. The most authentically heroic of the "real life" heroes studied was _____.
10. Modern heroes must possess courage in dangerous situations.

Sample Comparative Statements:

11. Heroic ideals for Ancient Greeks were quite similar to those held currently by contemporary Westerners.
12. The Ancient Greeks heralded violence more than contemporary Westerners do.
13. Contemporary heroes demonstrate more humility than Ancient Greek heroes did.
14. Rick Rescorla was the most heroic of all the studied heroes, fictional or real.
15. Heroes in both Ancient Greece and contemporary times are richly rewarded for their accomplishments.

Summative Assessment Rubric

Each response will be scored with the following rubric to assess student mastery of relevant **priority** and supporting standards.

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Organized introduction of precise claims (9-10.W.1a)	Clear, articulate introduction of claims distinguished from one another	Acceptable, articulate introduction of claims, generally distinguished from others	Moderate introduction of claims, somewhat distinguished from others	Inarticulate introduction of claims, not well distinguished from one another	Weak introduction of claim(s), indistinguishable from one another if more than one	No clear claims are introduced
Development of claims with evidence (9-10.W.1b)	Exceptional provision of specific, relevant evidence in support of claims and/or in opposition to counter claims	Acceptable provision of specific evidence in support of claims and/or in opposition to counter claims	Moderate provision of evidence in support of claims and/or in opposition to counter claims	Limited provision of evidence in support of claims and/or in opposition to counter claims	Weak provision of evidence in support of claims and/or no evidence presented in opposition to counter claims	No evidence is provided in support of claims and/or in opposition to counter claims
Citation of textual evidence in support of analysis (9-10.R.L.1)	Exemplary provision and development of properly-integrated, relevant textual evidence	Acceptable provision and development of largely properly-integrated textual evidence	Moderate provision and development of textual evidence, varying in relevance	Provision but limited development of textual evidence, at times largely irrelevant in content	Provision but extremely weak development of textual evidence, largely irrelevant and/or improperly integrated	No textual evidence is provided
Production of clear and coherent writing (9-10.W.4)	Free of most mistakes in grammar, word usage, and mechanics	Generally free of mistakes in grammar, word usage, and mechanics	Contains some mistakes in grammar, word usage, and mechanics	Contains many mistakes in grammar, word usage, and mechanics	Contains frequent mistakes in grammar, word usage, and mechanics	Grammar and word usage are so poor, they interfere with meaning; very poor mechanics
Correct spelling (9-10.L.2c)	Free of all spelling errors	Nearly free of all spelling errors	Contains some spelling errors	Contains many spelling errors	Contains frequent spelling errors	Spelling is so consistently poor that meaning is negatively impacted

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Analyzing and Using Varied Crafts and Structures (Unit 6)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority Standards: CCSS

Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). (9-10.R.L.7)

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). (9-10.R.I.5)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)

Use parallel structure. (9-10.L.1a)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10.L.1b)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (9-10.L.4b)

Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9-10.R.L.7)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)

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. (9-10.I.T.7)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.S.L.3)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Spell correctly. (9-10.L.2c)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
ANALYZE	Representation of a subject/scene in two different artistic mediums: <ul style="list-style-type: none"> • What is emphasized? • What is absent? 	4
ANALYZE	How an author's ideas/claims are developed or refined by: <ul style="list-style-type: none"> • Sentences • Paragraphs • Larger portions of text (i.e. chapter) 	4
DEMONSTRATE	Command of Standard English <ul style="list-style-type: none"> • In writing While speaking	6
USE	Parallel structure	3
USE	Various types of phrases: <ul style="list-style-type: none"> • Noun • Verb • Adjectival • Adverbial • Participial • Prepositional • Absolute Various types of clauses: <ul style="list-style-type: none"> • Independent • Dependent • Noun • Relative • adverbial <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> <ul style="list-style-type: none"> • To convey specific meaning • To add variety • To add interest </div>	3
DETERMINE or CLARIFY	Meaning of: <ul style="list-style-type: none"> • unknown words/phrases • multiple-meaning words/phrases 	2
IDENTIFY and USE	Patterns of word changes that indicate: <ul style="list-style-type: none"> • different meanings • different parts of speech (e.g. analyze, analysis, analytical)	5

Essential Questions

11. How does the medium affect the meaning and interpretation of a subject? How can I best utilize different media to express my ideas?
2. How do I use mechanics and various phrasings and sentence structures to accomplish my purpose in writing?

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Resources for Unit 6

A Midsummer Night's Dream, the play by William Shakespeare
A Midsummer Night's Dream, the film directed by _____
 Excerpt from *Metamorphoses*, by Ovid...from Book Four: "The Story of Pyramus and Thisbe"
 "Pyramus and Thisbe," a poem by John Donne
 "Pyramus and Thisbe," a poem by Gershon Hepner
 "Pyramus and Thisbe," a poem by Jene Erick Beardsley
Thisbe, a painting by John William Waterhouse
The Discovery of the Bodies of Pyramus and Thisbe, a painting by Pierre Mignard

General Vocabulary for Unit 6

Filch	Abjure	Dote	Transpose	Lamentable	Beguile	Chide	Languish
Vile	Rebuke	Scorn	Disdainful	Preposterous	Derision	Sojourn	Engild
Dotage	Loathed	Discord	Vexation				

General activities:

Reading a work of Shakespeare, juxtaposed with film, art, and poetry on the same topic

- compare/contrast representations in different mediums
- identify allusion to mythology
- highlight central ideas/themes in texts
- examine sequencing
- examine character development
- examine author's use of language...literal and figurative, descriptive, referential
- focus on vocabulary development

Discussion

Journal responses

Small-group presentations

Narrative writing

Interim Assessments:

Daily participation rubric (see Units 1, 2)

Journal response rubric

Vocabulary assessment (pre- and post-)

Potential Summative Assessment:

Comparative narrative...possibly presenting students with a work of art, film clip, poem, or short story they have not yet seen...asking them to compare *that* medium's representation of a central idea or theme to the one developed throughout the play by Shakespeare.

Points of Emphasis:

Act I.....scene i, scene ii	Standards Addressed:
<p>ALL UNIT IDEAS: http://www.folger.edu/eduLesPlanArch.cfm#49</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Examination of text structure (how to read Shakespeare) • Character introduction noted for future analysis of character development • Identification of conflict(s) • Identification of simultaneous plot lines <p>Possible Journal or Discussion Prompts for scene i:</p> <ul style="list-style-type: none"> • *itunes U video: The Open University: Shakespeare original pronunciation. (10 mins) • http://www.shakespearehigh.com/classroom/guide/page1.shtml. Show this to the students – or mini lecture. In small groups, give students short sentences to manipulate. Who can create the most sentences out of the words? Use sentences that will appear in the play. • What do you remember about Theseus and Hippolyta from the mythology unit? (W.10) (activate prior knowledge). • Journal entry: on board “I woo’d thee with my sword, and won thy love doing thee injuries . . .” Identify and analyze the figurative language used by Theseus. (L.5, L.5.a, L.5.b) • Love triangle discussion with visual. Put the names of characters in a circle on the board. Students copy the names and connect who loves whom with arrows. For each arrow drawn, provide textual support for inference. This visual will be revisited as the couples change, and be part of the final assessment. (R.L.1, I.T.1, L.5) • Compare and contrast how the characters of Theseus and Hippolyta are portrayed in Shakespeare’s play and the version of their relationship that we read during the mythology unit. (S.L.3, R.L.1, I.T.1) • Re-read Lysander’s last speech to Hermia before Helena enters. Rewrite his request and her response using your language. (S.L.3, L.5) • What is Helena planning to do with the information she has gotten from Lysander and Hermia? Why? Explain, using specific words and phrases from the text. (R.L.1, I.T.1, W.4, S.L3) <p>Possible Journal or Discussion Prompts for scene ii:</p> <ul style="list-style-type: none"> • What do you remember about the Pyramus and Thisbe myth? (W.10) (activate prior knowledge) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</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. (9-10.S.L.3)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

<ul style="list-style-type: none"> • Why does Shakespeare include this scene right after Helena decides to betray her best friend? (R.L.5) • Do the characters in scene two seem to fit with the characters they will be playing? (S.L.3, L.5, W.4) 	
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Act II.....scene i, scene ii	Standards Addressed:
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Development of three different plots. • Character analysis • Analysis of figurative language • Anylsis of conflict <p>Possible Journal or Discussion Prompts for scene i:</p> <ul style="list-style-type: none"> • Predict the role that Puck will play in the story based on his actions and language in 2.2 and the research you did on hobgoblins in anticipation of today’s class. Use specific examples from the text. (L.5, L.5.a, L.5.b, R.L.1, I.T.1, R.L.5, W.10) • Explain the conflict between Oberon and Titania using specific examples from the text. (R.L.1, I.T.1, W.4, S.L.3) • Articulate and then evaluate the two sides of the argument. Which one has more merit? Why? (S.L.3, W.4, R.L.1, I.T.1, L.5.b) • 155-174. “That very time . . . But I might see Cupid’s fiery shaft . . .” Explain the figurative language. (L.5, L.5.a, L.5.b) • Describe the interaction between Demetrius and Helena. How does each feel about the other? Use specific examples to support your inferences. (R.L.1, I.T.1, W.4, S.L.3, L.5) • What does Helena say about herself and women in general in lines 202-210? (R.L.5, S.L.3, L.5, L.5.a, L.5.b, R.L1, I.T.1) • What mythological allusion does Helena make in lines 229-234? Is it appropriate for what she is talking about? Why? • How has Oberon’s plan developed because of what he has seen? Who does it now include? (R.L.1, I.T.1, R.L.5, S.L.3) • Why does Oberon choose the get involved with the dealings of mortals? Why does he have Puck anoint Demetrius’ eyes? (R.L.1, I.T.1, R.L.5, S.L.3) <p>Possible Journal or Discussion Prompts for scene ii:</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. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</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. (9-10.S.L.3)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

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| <ul style="list-style-type: none">• What is the purpose of the conversation at the beginning of scene 2? (R.L.5)• Names on the board in a circle. How has who loves whom changed? Label this 2.2 and keep in binder behind 1.1.• Analyze and explain the simile Lysander uses to explain his love for Helena. (L.5)• How does Helena respond to Lysander's newfound love? (R.L.1, I.T1)• How does Puck's speech when he comes across Hermia and Lysander laying together in the woods illustrate Shakespeare's feelings about shyness, rigidity and chastity?• What Biblical imagery is present in Hermia's last speech of this scene? What does it say about her character? How does it contribute to Shakespeare's depiction of women in general? (R.L.1, I.T.1, R.L.5, S.L.3, L.5, L.5.a, L.5.b)• Why does Shakespeare end the Act the way he does? Identify the conflicts in the play so far. Which conflict stands out above the others? Why? (R.L.5, W.4). | |
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Act III.....scene i, scene ii, scene iii	Standards Addressed:
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Development of three different plots • Character analysis • Analysis of figurative language • Analysis of conflict <p>Possible Journal or Discussion Prompts for scene i:</p> <ul style="list-style-type: none"> • Read Ovid’s translation of Pyramus and Thisbe. Do you agree with Starveling that the killing must be left out of the play? Why or why not? What purpose do the deaths serve in the story of Pyramus and Thisbe? (R.L.5, R.L.1, I.T.1, S.L.3) • By having the clowns comment on the frailty of women, does Shakespeare reinforce or contradict the way he has present women thus far in the play? (R.L.1, I.T.1, R.L.5, S.L.3, L.5) • How does Bottom’s misuse of sophisticated words alter the meaning of what he is attempting to say and provide for comic relief? (L.5, L.5.a, L.5.b, S.L.3, R.L.1, I.T.1) • How could the scene be considered parody of Greek mythology? (R.L.1, I.T.1, R.L.5) • What is ironic about Bottom’s comments before Titania awakes? (L.5, L.5.a, L.5.b, S.L.3) <p>Possible Journal or Discussion Prompts for scene ii:</p> <ul style="list-style-type: none"> • Love triangle diagram part 3. Repeat visual of who loves whom. • How does Shakespeare juxtapose the relationships between Hermia and Demetrius and Helena and Demetrius. (R.L.1, I.T.1, R.L.5, S.L.3, L.5, L.5.a, L.5.b) • Analyze the scene for references to dogs. Examine how Shakespeare uses those references and for what purpose? (R.L.5, L.5, L.5.a, L.5.b) • Based on what you know about Lysander’s character, why does Hermia reject Lysander’s advances? What reason does she give for rejecting Lysander’s advances? (R.L.1, I.T.1, S.L.3) • Throughout the play so far, Helena has been following Demetrius around like a puppy. Why does she reject his proclamations of love? (S.L.3, R.L.1, I.T.1) • From where does the conflict between Hermia and Helena? Is either at fault, or are they victims of circumstance? How does this contribute to Shakespeare’s depiction of women in general? (S.L.3, R.L.1, I.T.1) • What internal conflict is Lysander dealing with at the end of this scene? What does he decide to do about it? (S.L.3, R.L.1, I.T.1) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</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. (9-10.S.L.3)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

Possible Journal or Discussion Prompts for scene iii:

- Love triangle visual again. Now that Puck has anointed Lysander's eyes, should Hermia take him back? (W.4, R.L.1, I.T.1, S.L.3)
- How has Shakespeare used mistaken identity to further the action and suspense of the play? (R.L.5, R.L.1, I.T.1)

Act IV.....scene i, scene ii	Standards Addressed:
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Development of three different plots. • Character analysis • Analysis of figurative language • Analysis of conflict <p>Possible Journal or Discussion Prompts for scene i:</p> <ul style="list-style-type: none"> • The original text has no Act break between 3.3 and 4.1. How does the break contribute to your understanding of the story? (R.L.5, R.L.1, I.T.1) • As Act 4 opens up, how have the character conflicts been resolved? (R.L.5, R.L.1, I.T.1, W.4) • Find evidence of Bottom making reference to being a donkey without actually realize that he is one. (R.L.1, I.T.1, S.L.3, L.5, L.5.a) • How does Oberon specifically illustrate remorse for what he has done to Titania? (S.L.3, L.5, L.5.a, L.5.b, R.L.1, I.T.1) • How does the changing relationship between Oberon and Titania reflect Shakespeare’s portrayal of women in general? (R.L.1, I.T.1, R.L.5, S.L.3) <p>Possible Journal or Discussion Prompts for scene ii:</p> <ul style="list-style-type: none"> • What is the function of Act 4 scene 2? (R.L.5, R.L.1, I.T.) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</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. (9-10.S.L.3)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

Act V.....scenes i, ii	Standards Addressed:
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Development of three different plots. • Character analysis • Analysis of figurative language • Analysis of conflict <p>Possible Journal or Discussion Prompts for scene i:</p> <ul style="list-style-type: none"> • To what does Theseus compare lovers? Why? Do you agree with any of his comparisons? Use evidence from the text and other works you have read. (R.L.1, I.T.1, W.4, S.L.3, L.5, L.5.a, L.5.b) • How does Shakespeare use language to illustrate the absurd nature of this version of the play of Pyramus and Thisbe? (R.L.5, R.L.1, I.T.1, L.5, L.5.a, L.5.b) • What Theseus' speech (89-105) illustrate about Shakespeare's opinion of the class system? (R.L.5, R.L.1, I.T.1) • Why does Shakespeare choose to have Thisbe's last speech uninterrupted by the comments of the nobility gathered in the room? (R.L.5, R.L.1, I.T.1) • Examine the artistic renderings (Waterhouse and Mignard) of the story of Pyramus and Thisbe. What details of the story do they include? How much of the story can you glean from examining the paintings? What details can/do the paintings convey that they myth itself does not? (R.L.7, W.4) <p>Possible Journal or Discussion Prompts for scene ii:</p> <ul style="list-style-type: none"> • How does Puck's last speech pick up on the theme of paradox in love, loss, comedy, tragedy, and absurdity? (R.L.1, I.T.1, S.L.3) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</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. (9-10.S.L.3)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>

Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: _____ Date: _____

Student Name	Directed Notes taken; response assignment completed (9-10.S.L.1a)	<u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)	Speaks clearly, fluently articulating ideas (9-10.S.L.6)	Cites textual evidence in responding (9-10.S.L.1a)	Responds to peer opinion through development or dissent (9-10.S.L.1d)	Total Points (out of 10)
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.

Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. (9-10.L.4)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

- a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

Definition:	Part of Speech:	Synonym:	Antonym:
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Sentence: _____

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - p. Using words in a sentence
 - q. Identifying pictures with vocabulary words
 - r. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- f. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Summative Assessment

Meant to measure student progress towards **priority** and supporting standards in Unit 6

<p>Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (9-10.R.L.7)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p>	<p>Present information clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>	<p>Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>		<p>Spell correctly. (9-10.L.2c)</p>	

The summative assessment task:

Assigned to small groups, students will work with their peers to prepare and perform (to be filmed in class) a dramatic recreation of one scene from the play. In addition to the performance itself, students will each be responsible for writing an explanatory paragraph detailing their own contributions to the performance, completing peer evaluations of the other performances, and collaborating with the group-mates to generate a written critique of the group's efforts and choices.

Assessment elements:

- Dramatic re-creation of a scene
 - a. Teacher scoring rubric
 - b. Peer scoring rubric
- Critical analysis paragraph, one per group (directions)
 - a. Teacher scoring rubric
 - b. Group self-scoring rubric
- Individual reflection paragraph (directions)
 - a. Teacher scoring rubric
 - b. Student self-scoring rubric

Dramatic Re-creation of a Scene:

Teacher scoring rubric

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Representation of a key scene (9-10.R.L.7)	Exemplary representation of the scene, including all essential details	Strong representation of the scene, including most essential details	Acceptable representation of the scene, including some essential details	Limited representation of the scene, omitting some essential details	Weak or flawed representation of the scene, omitting many essential details	Poor representation of the scene, omitting most essential details
Clear presentation of information (9-10.S.L.4)	Exemplary organization and clarity, making it effortless for the audience to follow	Strong organization and clarity, making it easy for the audience to follow	Acceptable organization and clarity, making it possible for the audience to follow	Limited organization and clarity, making it tricky at times for the audience to follow	Weak or flawed organization and clarity, making it difficult for the audience to follow	Poor organization and clarity, making it impossible for the audience to follow
Adaptation of speech for context (9-10.S.L.6)	Exemplary adaptation of speech to address both author and context	Strong adaptation of speech to address both author and context	Acceptable adaptation of speech to address both author and context	Limited adaptation of speech to address both author and context	Weak or flawed adaptation of speech to address both author and context	Poor adaptation of speech to address both author and context
Demonstration of command of standard English (9-10.L.1)	Exemplary command of standard English grammar and usage	Strong command of standard English grammar and usage	Acceptable command of standard English grammar and usage	Limited command of standard English grammar and usage	Weak or flawed command of standard English grammar and usage	Poor command of standard English grammar and usage

Group members: _____

Scene selected: _____

Dramatic Re-creation of a Scene:

Peer scoring rubric

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Key scene ...did they include all the major things from the play? (9-10.R.L.7)	They went above and beyond the play to enhance the impact of the scene	They followed the play exactly	They missed a few details from the scene that seemed kind of important	They omitted many of the essential elements from the play
Clear presentation ...could you understand the plot/what was happening? (9-10.S.L.4)	I have a better understanding of this part now than I did after we read it	This presentation reinforced what I thought had happened after I read it	A couple of times, their performance seemed a little confusing	This performance was very hard to follow
Adaptation of speech ...did they speak like they were performing, not just talking? (9-10.S.L.6)	This group was polished and articulated like professional stage actors	This group did a very nice job, speaking clearly and sufficiently loudly	This group sounded a lot like they do in a normal conversation, a little casual or unclear at times	It was difficult to understand what this group was saying
Command of standard English ...did they speak clearly and correctly? (9-10.L.1)	This group spoke clearly and correctly	This group mostly spoke clearly and correctly	Some members of this group did <i>not</i> speak clearly and correctly	This group spoke in a way that was either insufficiently loud, insufficiently clear, or insufficiently correct grammatically

Evaluator's Name: _____ Group: _____

Critical Analysis Paragraph (to be completed by the group, one submission per group)

Your group is to work together to produce a paragraph in which you reflect upon and critique your collective efforts in the creation of this performance. You will answer the following question:

How successful was your group in working together to create a comprehensive representation of a scene from Shakespeare's Midsummer Night's Dream? What specific factors contributed to (or limited) your success?

The paragraph itself must be unified around a central idea and supported with specific details regarding your preparation, practice, and performance.

Example: *Our group struggled to agree on an artistic vision during the planning stages, which detracted from our rehearsal time and contributed to a sub-par performance.*

The example sentence above provides one model for a central idea. The remainder of the paragraph would contain details and evidence that support that central idea, such as the ideas presented below.

Examples:

- *Emma and Rico wanted to focus on Act II, but Katie and Ava wanted to focus on Act I.*
- *Once we agreed on Act II because _____, Emma and Ava thought we should adapt the scene and perform it as characters from Harry Potter, but Rico and Katie wanted to keep it authentic with the original characters.*
- *Rico had to go out of town for a funeral, so he missed Friday and Monday. Even though it wasn't his fault that he was absent, it was hard to practice the scene effectively without one of the main characters.*
- *During the performance, Katie skipped ahead almost a whole page by accidentally saying the wrong line, which confused the rest of us.*

Work with your group-mates to come to agreement about the quality of your group's collaboration, effort, and performance. Draft your central idea sentence, and then flesh it out with specifics from the days spent on this activity. Once you have completed your discussion and the drafting of your paragraph, use the attached rubric to score your own group. By the end of the period today, your group will need to submit one, clean copy of your paragraph and one copy of a completed, self-evaluative rubric.

Critical Analysis Paragraph Rubric

(to be completed by the teacher and by the group, one submission per group)

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Write informative texts (9-10.W.2)	Ideas are presented with exceptional clarity and accuracy	Ideas are presented with acceptable clarity and accuracy	Ideas are presented with moderate clarity and accuracy	Ideas are presented with limited clarity and accuracy	Ideas are presented with little to no clarity and accuracy	Ideas presented are neither clear nor accurate; lack of comprehension is evident
Produce clear and coherent writing (9-10.W.4)	Free of most mistakes in grammar, word usage, and mechanics	Generally free of mistakes in grammar, word usage, and mechanics	Contains some mistakes in grammar, word usage, and mechanics	Contains many mistakes in grammar, word usage, and mechanics	Contains frequent mistakes in grammar, word usage, and mechanics	Grammar and word usage are so poor, they interfere with meaning; very poor mechanics
Demonstrate command of standard English when writing (9-10.L.2)	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning
Participate in a range of collaborative discussions (9-10.S.L.1)	Productive, focused discussions encompassing the ideas of all group members	Productive, mostly focused discussions encompassing the ideas of most group members	Somewhat unfocused discussions encompassing the ideas of some group members	Largely unfocused discussions centered on the ideas of one or two group members	Very little discussion; responsibility is assumed by one or two group members	No evidence of collaborative discussion; one student completes the bulk of the work
Spell correctly (9-10.L.2c)	Free of all spelling errors	Nearly free of all spelling errors	Contains some spelling errors	Contains many spelling errors	Contains frequent spelling errors	Spelling is so consistently poor that meaning is negatively impacted

Group: _____

Individual Reflection Paragraph (to be completed by each student)

Now that your performance is complete and you have had the opportunity to reflect with your group about your collaboration and effort as an ensemble, you need to turn the mirror on yourself as an individual. In a well-developed paragraph, you will answer the following question:

*To what extent were you a prepared and valuable participant in your group's effort to create a comprehensive representation of a scene from Shakespeare's *Midsummer Night's Dream*? What evidence can you cite that supports your self-assessment?*

The paragraph itself must be unified around a central idea and supported with specific details regarding your preparation, participation, and performance.

Example: *During our preparation and the performance itself, I did not exert as much effort as I could have, which probably frustrated my group.*

The example sentence above provides one model for a central idea. The remainder of the paragraph would contain details and evidence that support that central idea, such as the ideas presented below.

Examples:

- *The first day, when Bailey and Marcus were brainstorming, I was doing homework for algebra, so I didn't really contribute to the discussion.*
- *Bailey and Marcus decided on Act II, scene ii, and I was supposed to write the lines for the last two pages, but I didn't. So, we had to do them in class the next day, which took away from our rehearsal time.*
- *I never memorized my lines. I tried, but it was too hard, so I didn't try anymore.*
- *On the day of the performance, I forgot my costume. I remembered it when I was almost to the bus stop, but I didn't want to walk all the way back home in case I missed my bus. Also, I never made the swords I was supposed to make for me and Marcus.*

Before you begin to write—bearing in mind that this paragraph is part of your summative assessment grade—think for a few minutes about your preparation and participation in this activity. Once you've decided upon an honest evaluation of yourself, draft your central idea sentence, and then flesh it out with specifics from the days spent on this activity. Once you have drafted your paragraph, use the attached rubric to score yourself. At the beginning of class tomorrow, you will need to submit one, clean copy of your paragraph and one copy of a completed, self-evaluative rubric.

Critical Analysis Paragraph Rubric
(to be completed by the teacher and by the student)

This rubric evaluates the paragraph itself as well as the student's participation and preparation.

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Write informative texts (9-10.W.2)	Ideas are presented with exceptional clarity and accuracy	Ideas are presented with acceptable clarity and accuracy	Ideas are presented with moderate clarity and accuracy	Ideas are presented with limited clarity and accuracy	Ideas are presented with little to no clarity and accuracy	Ideas presented are neither clear nor accurate; lack of comprehension is evident
Produce clear and coherent writing (9-10.W.4)	Free of most mistakes in grammar, word usage, and mechanics	Generally free of mistakes in grammar, word usage, and mechanics	Contains some mistakes in grammar, word usage, and mechanics	Contains many mistakes in grammar, word usage, and mechanics	Contains frequent mistakes in grammar, word usage, and mechanics	Grammar and word usage are so poor, they interfere with meaning; very poor mechanics
Demonstrate command of standard English when writing (9-10.L.2)	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning
Spell correctly (9-10.L.2c)	Free of all spelling errors	Nearly free of all spelling errors	Contains some spelling errors	Contains many spelling errors	Contains frequent spelling errors	Spelling is so consistently poor that meaning is negatively impacted
Participate in a range of collaborative discussions (9-10.S.L.1)	Productive, focused discussions encompassing the ideas of all group members	Productive, mostly focused discussions encompassing the ideas of most group members	Somewhat unfocused discussions encompassing the ideas of some group members	Largely unfocused discussions centered on the ideas of one or two group members	Very little discussion; responsibility is assumed by one or two group members	No evidence of collaborative discussion; one student completes the bulk of the work
Come prepared (9-10.S.L.1a)	Always extremely well prepared with required materials and ideas	Prepared with required materials and ideas	Somewhat prepared with required materials and ideas, though a few items may be missing	Limited preparation with some required materials and ideas missing	Rather unprepared with required materials and ideas missing	Consistently entirely unprepared

Student: _____

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Extending Ideas and Presenting Meaning (Unit 7)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority Standards: CCSS

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.8)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.S.L.5)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9-10.L.3)

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Style Manual for Writers*) appropriate for the discipline and writing type. (9-10.L.3a)

Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). (9-10.R.L.7)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

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). (9-10.I.T.5)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.I.T.8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d)

Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e.)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (9-10.W.2a)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic. (9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (9-10.W.9a)

Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). (9-10.W.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)

Use parallel structure. (9-10.L.1a)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10.L.1b)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Use a colon to introduce a list or quotation. (9-10.L.2b)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (9-10.L.4b)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
GATHER ASSESS INTEGRATE	Relevant information from multiple sources: <ul style="list-style-type: none"> • Digital • Print Usefulness of each source in answering the research question Information into the text to: <ul style="list-style-type: none"> • Maintain flow of ideas • Avoid plagiarism • Follow a standard for citation 	5
PRESENT	Information } Findings } Evidence } So listeners can follow the line of reasoning So it's appropriate to purpose, audience, task	5
MAKE STRATEGIC USE	Of digital media in presentations to: <ul style="list-style-type: none"> • Enhance understanding • Add to interest 	5
APPLY	Knowledge of language to: <ul style="list-style-type: none"> • Understand how language functions in different contexts • Make effective choices for meaning or style • Comprehend more fully when reading or listening 	5
WRITE & EDIT	Work so that it conforms to guidelines in a style manual	4

Essential Questions

12. How do I determine the reliability and relevance of source materials?
2. What are the advantages of various media in presenting the synthesis of my research?

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Resources for Unit 7

Short stories and/or poems
Informational texts...multiple texts on a given topic
Digital and visual resources (film, photography, audio, etc.)

General Vocabulary for Unit 6

(TBD)
Research-related terms such as reliable/reliability, credible/credibility, relevant/relevance, plagiarism, paraphrasing, citing/citation, document/documentation

General concept:

To use this unit to provide foundational instruction in research skills:

- Conducting advanced searches
- Using databases rather than simply “googling”
- Evaluating websites (credibility, reliability, relevance, accuracy, etc.)
- Note-taking/highlighting...how much is too much?
- Paraphrasing
- Integrating quotations with proper punctuation and citation of speaker and author
- Organizing a paper from notes to outline to draft to revision
- Introducing arguments or informative points clearly
- Introducing supporting evidence or details clearly
- Selecting appropriate media for the presentation of research
- Practicing with PowerPoint, Prezi, Animoto, and (possibly) extemporaneous speaking

Instruction would revolve around a series of mini units, each designed to introduce and provide the opportunity to practice a new skill, such as paraphrasing. The mini units would build upon one another, so that each one would add a new skill to those already in progress. Each mini unit would culminate in an assessment, varying in complexity and form.

The first mini unit, for example, might require students to read a short story and a poem and then make connections between the two representations of a single event or character. This would require students to integrate quotations and to paraphrase in a brief writing assignment.

The next mini unit might require students to find three informative articles about a given topic. This would require students to conduct an advanced internet search, evaluate websites/articles, and ultimately select three to use. They would then have to take notes/highlight, cull essential details, integrate quotations and paraphrasing, and organize and compose an informative piece of writing.

Subsequent mini units might call upon students to select the best media for their presentations, choosing between PowerPoint, Prezi, and Animoto.

The final, summative assessment would likely be that last presentation.

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Connecting and Integrating Knowledge and Ideas (Unit 8)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

Priority Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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. (9-10.R.L.2)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.S.L.5)

Supporting Standards: CCSS

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d)

Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
CITE	Strong and thorough textual evidence to: <ul style="list-style-type: none"> Support what the text says explicitly Support inferences drawn from the text 	4
DETERMINE ANALYZE (in detail)	a theme or central idea of a text the development of a theme or central idea over the course of a text <ul style="list-style-type: none"> how it emerges how it is shaped and refined by specific details 	4
PROVIDE	an objective summary of the text	
ANALYZE	how complex characters: <ul style="list-style-type: none"> develop over the course of a text interact with other characters advance the plot develop the theme 	6
WRITE	Arguments, using: <ul style="list-style-type: none"> Valid reasoning Relevant and sufficient evidence 	6
COME DRAW	to discussions prepared, having read and researched material under study on preparation for discussions explicitly by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas	2
MAKE STRATEGIC USE	Of digital media in presentations to: <ul style="list-style-type: none"> Enhance understanding Add to interest 	5

Essential Questions

1. How do analysis of theme and character development enrich literary study?
2. How do I engage in discussion and writing about theme and character development?

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Resources

Ender's Game, by Orson Scott Card

Vocabulary

Acquiesce	Adroit	Archaic	Chauvinist	Contemptuous
Deductive	Deft	Epithet	Fastidious	Hegemony
Impromptu	Gall	Incognito	Inductive	Ineptitude
Innovation	Perplex	Pinnacle	Magnanimous	Megalomaniac
Propaganda	Puerile	Pseudonym	Puissant	Raucous
Rebuke	Regale	Subtle	Tumult	Requisition

Points of Emphasis	Standards Addressed
<p>Chapters 1-5.....pages 1-54</p> <p>Focus Points:</p> <ul style="list-style-type: none"> • Chapter structure—conversation (b/w unknown parties) followed by plot • Narration structure—third person omniscient • Setting—time and place? • Character introduction—Peter, Valentine, and Ender (ages, purpose, sibling dynamic) <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> • Orson Scott Card: “[When I was a child] I felt like a person all along – the same person that I am today. I never felt that my emotions and desires were somehow less real than an adult’s emotions or desires.” Do you agree with that statement? Have you ever felt like your emotions and desires were not taken seriously by an adult? (R.L.2, W.4, W.10) • What are some of the differences between the world of <i>Ender’s Game</i> and the world in which we currently live? (S.L.4, W.10) • Why is Peter’s behavior at the end of chapter 2 completely different from the rest of the chapter? Do you believe him? (S.L.1a) • Explain the meaning of the following statement: “Individual human beings are tools that the others use to help us all survive.” • Choose a character besides Ender, and write a brief character analysis based on information from the first five chapters. Include at least two quotations from the text to support your analysis. (S.L.1a, R.L.3) • How do the conversations between unknown characters at the start of each chapter contribute to your understanding of what is going on? (R.L.5) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Points of Emphasis	Standards Addressed
<p>Chapters 6-8.....pages 54-119</p> <p>Focus Points:</p> <ul style="list-style-type: none"> • Character interaction and developing relationships • Author’s craft / symbolism- parallel plots • Author’s craft - motif <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> • Why is Alai the perfect bridge between the different groups of launchies? (R.L.3, W.1, W.4, W.10) • What qualities and talents does Ender demonstrate in these chapters? (R.L.1, R.L.3, W.1, W.4, W.10) • “This was supposed to be a game . . . would be proud of me” (65). Explicate this quotation as it relates to character, conflict, theme, or any other literary element. (R.L.2) • How does “Fairlyland” parallel and/or supplement the action in battle school or within Ender? (R.L.2, W.1, R.L.5) • What are the dominant images in Fairlyland. How could they be symbols for battle school and/ Ender’s internal struggle? (R.L.2, R.L.5) • Comment on Bonzo’s leadership style in contrast to Rose’s. What does Ender learn from each? (R.L.3, R.L.1) • Explicate the following quote as it relates to character, conflict, theme, or any other literary element up to this point in the novel: “Well I’m your man . . . and I was glad” (119). (R.L.3, W.1, S.L.1a) • Explicate the following quotation as it relates to character, conflict, theme, or any other literary element up to this point in the novel: “As he thought of it, though, he could not image . . . do it anyway” (74). • Why does Card include the conversation between Dink and Ender on pages 107-110? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Points of Emphasis	Standards Addressed
<p>Chapters 9.....pages 120-153</p> <p>Focus Points:</p> <ul style="list-style-type: none"> • Character development • Conflict development • Author’s craft – multiple plots <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> • Are the pseudonyms appropriate for Val and Peter? Are the appropriate for the characters they are pretending to be? • How does Valentine have power over Peter? • Explicate the following quotation as it relates to character, conflict, theme, or any other literary element: “The world is always a democracy in times of flux, and the man with the best voice will win. Everybody thinks Hitler got to power because of his armies, because they were willing to kill, and that’s partly true, because in the real world power is always built on the threat of death and dishonor. But mostly he got to power on words, on the right words at the right time” (131). • How is your understanding of Peter and Valentine’s characters deepened in this chapter? • What are the positive and negative effects of Graff’s effort to isolate Ender? • Why does Card choose to interrupt the action at battle school at this moment to show us what Peter and Val are up to? • How have the relationships between the siblings changes since Ender has gone to battle school? • What motivates Valentine to write “The most noble title any child can have is Third”? (153) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Points of Emphasis	Standards Addressed
<p>Chapters 10-11.....pages 154-199</p> <ul style="list-style-type: none"> ● Focus Points: ● Character development ● Author’s craft - motif <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> ● Why does Graff refer to himself as “Uncle Graff” at the beginning of this chapter? (R.L.3) ● Why is Ender upset with himself after his interactions with Bean? (R.L.3) ● Explicate the following quotation as it relates to character, conflict, theme, or other elements of the story up to this point: “Ender had come to feel a unity so strong that the word <i>we</i> came to his lips much more easily than <i>I</i>” (171). ● How is Ender deceived and manipulated in chapter 11? ● Explicate the following quotation as it relates to character, conflict, theme, or any other literary element: “Far from baiting him, Ender Wiggin was actually confiding in him. Not much. But a little. Ender was human and Bean had been allowed to see.” (197) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Points of Emphasis	Standards Addressed
<p>Chapters 12-13.....pages 200-254</p> <ul style="list-style-type: none"> ● Focus Points: ● Author’s craft: motif ● Character development <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> ● How is Ender’s interaction with Bonzo in the shower foreshadowed by other events in the story? (R.L.3) ● Do you agree with Ender when he says: “Peter might be scum. . . no one will ever save you” (212)? Is the comment consistent with Ender’s character? (R.L.3, R.L.2) ● Explain how the following quotation could be applied to other events in the book: “I didn’t want to hurt him” Ender cried. “Why didn’t he just leave me alone!” (213). ● Explicate the following quotation as it relates to a motif in the story (loss of childhood): “He was a soldier . . . known what they meant” (224). ● What do you think of the Graff’s statement that Ender “isn’t a killer. He just wins – thoroughly.” ● Explicate the following quotation as it relates to characters, conflict, or theme: “Perhaps it’s impossible . . . pretending to be” (231) ● Explicate the following passage: “Don’t tell me ‘No, Ender . . .until the don’t exist” (283) ● Explain Valentines coin analogy. (R.L.2) ● What is it that ultimately convinces Ender to go back? (R.L.3, W.1) ● What does Ender mean when he says “all your tricks worked” (243)? ● Why are we fighting the buggers? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Points of Emphasis	Standards Addressed
<p>Chapter 14.....pages 256-304</p> <p>Focus Points:</p> <ul style="list-style-type: none"> • Setting change: command school on Eros • Character development: Mazer Rackham • Theme development: deception; value of the majority over the individual <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> • At the end of the chapter, return to the opening conversation: “You make it [the fleet] sound like a priesthood.” “And a god. And a religion.” (256) Is this mysticism appropriate or accurate in light of the way the chapter plays out? • Though teachers and students help orient Ender to the simulator, he indicates an awareness that “they” are isolating him again. Why would they do that? • What is significant about Mazer’s first words to Ender: “I surprised you once, Ender Wiggin. Why didn’t you destroy me immediately afterward? Just because I looked peaceful? You turned your back on me. Stupid. You have learned nothing. You have never had a teacher.” (262) • What is the significance of Petra’s mental collapse? What does it reveal about Petra, about the other children, about Ender himself? • Re-read the conversation (real or imagined?) on page 288. What does it reveal about Graff and Rackham if it’s real...or about Ender’s innermost needs if it’s imagined? • Page 296: Mazer’s speech to Ender revealing the charade • Page 298: Graff’s speech to Ender about the purpose of the deception 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Points of Emphasis	Standards Addressed
<p>Chapters 15.....pages 305-324</p> <p>Focus Points:</p> <ul style="list-style-type: none"> • Card’s references to information/events from previous chapters • Setting change: bugger planet <p>Possible journal prompts/discussion points:</p> <ul style="list-style-type: none"> • Why isn’t Ender allowed to return to Earth after winning the war against the buggers? What role does Valentine play in ensuring that this is the case? • Cite textual evidence to explain why Ender ultimately chooses to accompany Val and Mazer to the bugger planet. • When Ender and Abra go to scout locations for a new colony, they make a disturbing discovery. Refer back to what Ender believed were dreams on pages 278, 282, 283, and 286. What new meaning do these scenes have in light of Ender’s discovery? • What sad truth is revealed in Ender’s conversation with the hive queen? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>

Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: _____ Date: _____

<p>Student Name</p>	<p>Directed Notes taken; response assignment completed (9-10.S.L.1a)</p>	<p><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</p>	<p>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</p>	<p>Cites textual evidence in responding (9-10.S.L.1a)</p>	<p>Responds to peer opinion through development or dissent (9-10.S.L.1d)</p>	<p>Total Points (out of 10)</p>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of Unit 1.

Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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Pre-assessment format example

_____ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

- a. request a favor of b. publicly compliment c. embarrass intentionally d. cause bodily injury to

<p>Definition:</p>	<p>Part of Speech:</p>	<p>Synonym:</p>	<p>Antonym:</p>
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Sentence: _____

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
 - s. Using words in a sentence
 - t. Identifying pictures with vocabulary words
 - u. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	0 points earned	1 point earned	2 points earned
Command of Standard English (9-10.L.2)	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
Correct spelling (9-10.L.2c)	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
Use of textual evidence (9-10.I.T.1)	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
Cultivation of clarity and coherence (9-10.W.4)	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- a. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

Summative Assessment

Meant to measure progress toward **priority** and supporting standards:

<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</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 (9-10.R.L.2)</p>	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p>	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.S.L.5)</p>
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The Prompt

You are going to create a thesis paper via Prezi. Exploring a given character (selected at the start of our study of this novel), you will develop a thesis statement about that character and then cite textual evidence in support of that thesis. Your presentation will provide you with a forum to connect your evidence to your thesis, explaining how specific quotations and episodes prove the veracity of your thesis.

Possible Characters: Ender, Peter, Valentine, Bonzo, Petra, Dink, Bean, Graff, Mazer Rackham

OR

You are going to create a thesis paper via Prezi. Exploring a given theme (selected at the start of our study of this novel), you will develop a thesis statement and then cite textual evidence in support of that thesis. Your presentation will provide you with a forum to connect your evidence to your thesis, explaining how specific quotations and episodes prove the existence of the theme in the novel as well as the veracity of your thesis.

Possible Themes:

- When survival is at stake, fairness is not essential.
- Deception of the individual is acceptable if it protects the well-being of the majority.
- The distinction between games and reality is not always clear.
- Even the ruthless can possess compassion.
- Other themes at the instructor's discretion...

You will present your Prezi to the class at the conclusion of our study of the novel, but you should be working on it as we progress through our reading. As always, be sure you consult the rubric before, during, and at the completion of your work to be certain you are doing all you can to fulfill the requirements of the assignment and to demonstrate mastery of the standards.

Summative Assessment Rubric

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Citation of textual evidence (9-10.R.L.1)	Exemplary integration of relevant textual evidence	Strong integration of largely relevant textual evidence	Acceptable integration of textual evidence	Limited integration of textual evidence or selection of inferior textual evidence	Poor or weak integration of textual evidence which may be inferior in substance	No integration of textual evidence
Analysis of theme (9-10.R.L.2)	Insightful and articulate analysis of a central theme, richly supported with textual evidence	Strong analysis of a central theme, supported with some relevant textual evidence	Moderate analysis of a central theme, may not be sufficiently supported with textual evidence	Some analysis of a (potentially dubious) central theme, generally unsupported or unsubstantiated	Cited theme is implausible or inaccurate; analysis is minimal and/or entirely unsupported with textual evidence	Insightful and articulate analysis of a central theme, richly supported with textual evidence
Analysis of character development (9-10.R.L.3)	Insightful consideration of character motivation and interactions with others, richly supported with textual evidence	Strong consideration of character motivation and interactions with others, supported with textual evidence	Acceptable consideration of character motivation and interactions with others, inconsistently supported with textual evidence	Weak consideration of character motivation and interactions with others, may not be supported with textual evidence	Poor consideration of character motivation and interactions with others, not supported with textual evidence	No (or inaccurate/irrelevant) consideration of character motivation and interactions, unsupported with textual evidence
Development of arguments (9-10.W.1)	Excellent articulation of arguments or points in analyzing a theme or the development of a character	Strong articulation of arguments or points in analyzing a theme or the development of a character	Acceptable articulation of arguments or points in analyzing a theme or the development of a character	Limited articulation of arguments or points in analyzing a theme or the development of a character	Weak articulation of arguments or points in analyzing a theme or the development of a character	Flawed or poor articulation of arguments or points in analyzing a theme or the development of a character
Command of the conventions of standard English (9-10.L.2)				Free of most mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning
Strategic use of digital media (9-10.S.L.5)				Excellent use of digital media	Acceptable use of digital media	Poor use of digital media