



**Unit Name: Reading Literature/Writing Literary Essays**

**Duration: Unit 5**

**Essential Questions:**

**How does poetry connect to your perspective regarding the world?**

**How do these texts connect to the concepts presented by the longer pieces studied?**

**How do all of the works studied this year connect to the theme of good vs. evil?**

**How do all of the works studied this year connect to the theme of perspective?**

**Enduring Understandings:**

**Readers will recognize aspects of various forms of British poetry and short story**

**Readers will use techniques of character development, theme, plot, figurative language, voice, etc. as they apply to short story and poetry**

**Writers will use various forms of poetry to compose original poems**

**Writers will use various parts of a short story to write original short stories**

**Relevant Standards: RL11.12.12, RL11.12.10, W11.12.1, W11.12.2, W11.12.3, W11.12.4, W11.12.5, SL11.12.1, SL11.12.2, SL 1.12.3, SL11.12.4, SL11.12..5, SL11.12.6, L11.12.1, L11.12.2, L11.12.3, L11.12.4, L11.12.5, L11.12.6**



**Core Instruction:** Teachers will blend reading, writing, and grammar into short story and poetry unit, as well as overall review of the literature studied in other units.

**Reading:** Genre Literature/British Short Stories and Poetry

- Recognize aspects of various forms of British poetry and short story
- Use techniques of character development, theme, plot, figurative language, voice, etc., as they apply to short story and poetry
- Recognize connections between texts studied
- Connect themes as applied to all texts studied
- Use unique elements of texts
- Develop Studying Techniques

**Writing:** Writing an original poem and short story

Students will understand the parts of a short story and use knowledge to write own

- Brainstorm to develop ideas
- Use of knowledge to create presentation
- Demonstrate understanding of thesis and be able to prove the statement
- Become familiar with many new words for vocabulary building
- Incorporate parts of a plot, conflict, point of view, and theme to write story

**Grammar:**

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.



**Interdisciplinary Connections**

Students will connect British short stories and poetry to the time periods in which they were written in order to understand the history of the time and reason for the subject matter.

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** exposition, rising action, denouement, resolution, theme, characterization, conflict, rhythm, rhyme scheme, stanza

**Core Instructional Materials/Resources/Digital Tools:** (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: Various British short stories and poems

**21<sup>st</sup> Century Themes and Skills:**

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP7.** Employ valid and reliable research strategies.

Students will work in groups to research different time periods in British history that connect to the short stories and poetry studied in class. Students will use Chromebooks in order to do research.



**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9.** Model integrity, ethical leadership and effective management.  
**CRP11.** Use technology to enhance productivity.  
**CRP12.** Work productively in teams while using cultural global competence.

**8.1 Educational Technology**

8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5

Understand and use technology systems.



<b>Assessments and Performance Tasks:</b>	<p>Students will write an original short story.</p> <p>Students will write an original poem.</p> <p>Students will take test that consists of character matching, quotes, short answers, and an essay on various poems and short stories.</p>
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## Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be</p>



<p>points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make</p>	<p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p>	<p>mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread</p>	<p>mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work</p>
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<p>connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modify reading required</p> <p>Modify writing required</p>	<p>assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b> Extended time on tests and quizzes.</p>	<p>time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading</p>
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