



Unit Name: Reading Literature

Duration: Unit 3

Essential Questions:

How does an author relate his or her own experiences through a novel?

Why would an author choose to use fiction to express their experiences rather than other types of writing?

What roles do perspective and perception play in recounting the past?

How do decisions and actions of characters reveal their personalities?

What is the relationship between decisions and consequences?

How can a person's decisions and actions change his/her life?

Enduring Understandings: Readers can recognize stream of consciousness.

Readers can identify protagonist, antagonist and climax.

Readers can recognize format, text structure, and main idea.

Readers can understand historical context.

Readers can identify shifting culture.

Relevant Standards: RL 11-12.1-10; RI 11-12.1-10; W 11-12.1-2,4-5,7-9; SL 11-12.1-2,4; L 11-12.1- 6

Core Instruction: World literature blends reading, writing and grammar lessons.



Reading: Genre Literature/Fiction

- Close reading skills; fluency; analyze how particular elements of a story interact:
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Analyze how a poem's form or structure contributes to its meaning
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Apply background knowledge to novels.
- Analyze characters within a novel and the emphasis they play on the plot.
- Relate historical experiences to fictional experiences within a novel
- Compare and contrast historical events with those within the novel
- Identify and describe the effect of figurative language and other rhetorical devices
- Explain why the rhetorical devices do or do not contribute to the overall effectiveness of the theme
- Analyze the elements of literature and understand how they work together to create an effective selection.
- Explain historical context by discussing how a work reflects the culture and events of the times in which it was written

Writing: Developing a Thesis and Writing a Five Paragraph Literary Essay

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay in response to *Portrait of the Artist as a Young Man* or *Tess of D'Urbervilles*.

- Develop a thesis.
- Write with well-structured supporting details.
- Write a conclusion that ties thesis to supporting details.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.



- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.

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 12 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work in groups to perform scenes by rewriting them from either *Portrait of the Artist as a Young Man* or *Tess of D'Urbervilles* in a modern and relatable vernacular.

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

Tier 3 Vocabulary: antagonist, protagonist, climax, stream of consciousness

Core Instructional Materials/Resources/Digital Tools: *Portrait of the Artist as a Young Man* by James Joyce, *Tess of D'Urbervilles* by Thomas Hardy



| | |
|---|---|
| <p>21st Century Themes and Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> | <p>Students will work in groups to perform scenes by rewriting them from either <i>Portrait of the Artist as a Young Man</i> or <i>Tess of D'Urbervilles</i> in a modern and relatable vernacular.</p> |
| <p>8.1 Educational Technology</p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p> | <p>Understand and use</p> |



| | | | |
|--|--|-----------------------------------|---|
| | <div style="border: 1px solid black; padding: 2px; display: inline-block;">technology systems.</div> | | |
| Assessments and Performance Tasks: | <p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.</p> <p>Write a literary based five paragraph essay.</p> | | |
| Differentiation/Accommodations/Modifications | | | |
| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
| Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics. | Modified Assignments | Pair visual prompts with verbal | Pair visual prompts with verbal |



| | | | |
|---|--|---|--|
| <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>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,</p> | <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</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>presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be 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 request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> | <p>presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be 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>format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p> | <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p> | <p>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 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>Assign a peer helper in the class setting</p> <p>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 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>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</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>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p> |
|--|--|--|---|



| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|