



**Unit Name: Reading Literature**

**Duration: Unit 4**

**Essential Questions:**

**How do we form and shape our identities?**

**How do we define who we are?**

**Why do we bother to study/examine the past, present, or future?**

**What is the American Dream and to what extent is it achievable for all Americans?**

**What are effective test taking skills?**

**How is each piece of literature analyzed?**

**Enduring Understandings: Readers can recognize a contemporary novel.**

**Readers can understand the concept of characterization.**

**Readers can identify symbolism.**

**Readers can recognize the role of one's identity and how it is perceived by others.**

**Readers can understand effective test taking skills.**

**Readers can identify poetry and prose.**

**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 and AP Test Prep 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
- Analyze passages from novel.
- Analyze the relationship between history and literature.
- Define satire.
- Analyze effectiveness of satiric strategies

**Writing: Developing a Comparison and Contrast essay comparing and contrasting two characters read thus far from the World Literature studied.**

**Elements of a Comparison and Contrast Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)**

**Students write a literary essay in response to World Literature.**

- 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 research the historical background of the novels *Invisible Man* and *Song of Solomon*. They will draw connections between the history and the text and share with the class.

**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



<p><b>Tier 3 Vocabulary: poetry, prose, contemporary, characterization, symbolism</b></p>	
<p><b>Core Instructional Materials/Resources/Digital Tools: <i>Invisible Man</i>, <i>Song of Soloman</i></b></p>	
<p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p><b>CRP2.</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP7.</b> Employ valid and reliable research strategies.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9.</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p> <p><b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	<p><b>Students will work in groups to research the historical background of the novels <i>Invisible Man</i> and <i>Song of Soloman</i>. They will draw connections between the history and the text and share with the class.</b></p>
<p><b>8.1 Educational Technology</b></p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	



	<div data-bbox="716 428 932 602" style="border: 1px solid black; padding: 5px;"> <p>Understand and use technology systems.</p> </div>		
<p><b>Assessments and Performance Tasks:</b></p>	<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 an comparison and contrast essay based on the World Literature read thus far.</p>		
<p><b>Differentiation/Accommodations/Modifications</b></p>			
<p><b>Gifted and Talented</b></p>	<p><b>English Language Learners</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Students at Risk of School Failure</b></p>



<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 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</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>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>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 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>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 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</p>
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<p>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 connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Consistent, immediate feedback</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>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>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>appropriate.</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</p>
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