



Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 1

Essential Questions: What are the elements of a plot chart in relation to a short story/novel?

What are the different types of irony?

How does the author create characterization?

What are the elements of a dystopia?

How do Ray Bradbury and Ayn Rand create dystopic societies?

How is nonfiction effective literature?

What is a thesis statement?

How do you develop a strong thesis statement?

What is a topic sentence?

How do you formulate a clear introduction and conclusion?

How do you develop strong body paragraphs?

How do you develop clear parallel structure in a sentence?

How do you avoid fragmented and run-on sentences?

Enduring Understandings:

Readers are aware of the author's purpose; readers are looking for meaning. Readers use textual evidence to support analysis, inferences, and central ideas and themes while reading.



Readers can understand and appreciate a classic short story.

Readers can examine plot, and identify and examine cause and effect.

Readers can recognize author's use of conflict.

Readers can predict events in a story.

Writers can develop a strong thesis statement.

Relevant Standards: RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, W.9.3a., W.9.3b., W.9.3c., W.9.4, W.9.5, W.9.6, W.9.9a, W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, L.9.1, L.9, L.9.1a, L.9.2c., L.9.3, L.9.4, L.9.4b, L.9.5a., L.9.5b.

Core Instruction: Teachers will blend reading, writing, and grammar into short story unit and *Of Mice and Men*.

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.
- Decipher selected vocabulary words in context
- Examine background information of selected authors and their lives

Writing: Developing a thesis, 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 summer reading novels *Anthem* and *Fahrenheit 451*



- Formulate a clear thesis statement
- Brainstorm to develop ideas
- Demonstrate understanding of thesis and be able to prove the statement
- Develop clear topic sentences
- Develop strong body paragraphs
- Develop clear introductions and conclusions
- Understand the function of parallel structure
- Identify and repair fragmented and run-on sentences
- Utilize information and develop a strong essay
- Become familiar with many new words for vocabulary building
- Develop skills in relation to part of speech

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

Interdisciplinary Connections

Students will connect nonfiction literature to the time periods in which they were written, including: “The Washwoman by Issac B. Singer; “Banker Maggie Walker by Olive W. Burt and “The First Day of War” by M. Wojciechowska



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: characterization, climax, conflict, denouement, dystopia, irony, falling action, foreshadowing, resolution, rising action, symbol, theme

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

Summer Reading Novels: *Anthem*, *Fahrenheit 451*

Short Stories: “The Most Dangerous Game” Richard Connell, “The Necklace” Guy de Maupassant, “Charles” Shirley Jackson, “The Washwoman by Issac B. Singer; “Banker Maggie Walker by Olive W. Burt and “The First Day of War” by M. Wojciechowska

21st 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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.



<p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>
<p>Assessments and Performance Tasks:</p>	<p>Students will read a story and analyze it using literary elements. Students will take a test consisting of short answers, extended responses, matching characters to significant</p>



quotes, and an essay on the short stories.

Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on *Of Mice and Men*.

Write a thesis-driven essay.

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 points of view on a topic and compare two.</p> <p>Provide opportunities where students</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>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>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>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 connections to other areas of learning</p> <p>Provide assessments at a higher level</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>Modify reading required</p> <p>Modify writing required</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>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</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 time</p> <p>Assist student with long and short</p>
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<p>of thinking</p>		<p>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>Modifications for Assessments</p> <p>Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p>	<p>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 criteria for assignments.</p>
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