



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

**Duration: Unit 3**

**Essential Questions:**

**What is figurative language?**

**What is literal language?**

**How are the following terms useful when writing and reading poetry? Alliteration, Assonance, Consonance, Hyperbole, Rhyme Scheme, Metaphor, Simile, Onomatopoeia, Lines, Stanzas, Format**

**How can a person's life and the time period in which he or she lived, influence his or her life? (Autobiography)**

**How do you use MLA format when composing a research paper?**

**How do you formulate source cards, note-cards, and a works cited page?**

**How do you research a topic and clearly prove your thesis?**

**How is the title *The Catcher in the Rye* symbolic?**

**What was life like during the 1950's?**

**What conflicts do Holden, Gene and Phineas encounter?**

**What are the central themes in *The Catcher in the Rye*?**

**What is the role of women in the novel?**

**How does *The Catcher in the Rye* relate to our current society?**

**What societal rules must an individual follow?**

**How can these rules affect us?**

**What is symbolism?**

**\*How can a war be fought from within?**

**What is flashback?**

**How can friends become dependent on each other?**



**Enduring Understandings:**

Writers can properly understand elements of the Research Paper.

Readers and writers will be able to use the Library for research.

Readers and writers will make use of electronic databases.

Writers will understand aspects of various forms of poetry.

Writers will have an understanding of poetic elements.

Readers will have an understanding of life in the 1950's.

Readers will understand themes of isolation and innocence.

Readers will apply past society to current society in order to understand World War II.

**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.9.3.c., 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 *The Catcher in the Rye* and *Coming of Age*

**Reading:** Genre Literature/Coming of Age

- Close reading skills; fluency; analyze how particular elements of a novel work together
- Identify characters and roles of each in novels



- Identify moral decisions made by characters
- Recall elements of poetry
- Recognize elements of a Coming of Age novel
- Make connections from society in the 1950s to society today
- Make a connection between the title and the content of the novel
- Understand the use of flashback
- Identify themes within a novel

Writing: Developing a thesis, writing an analytical 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 *The Catcher in the Rye*

- 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
- Determine clear and strong sources
- 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 consult with history teacher in order to connect today's world to a post-World War II one in order to develop a literary essay

**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:** alliteration, characterization, flashback, foreshadowing, metaphor, rhyme scheme, simile, symbol, theme

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

Textbook: various poems

Novels: *The Catcher in the Rye*



**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.

**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.

Students will work in groups to connect a post-World War II world to the novel *The Catcher in the Rye* using the Chromebooks.

**8.1 Educational Technology**

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



	<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 <i>The Catcher in the Rye</i>.</p> <p>Students will write a literary essay on <i>The Catcher in the Rye</i>.</p> <p>Students will write original poems.</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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		<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>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>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>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>
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